DOCUMENT RESUME

ED 295 122 CS 009 143

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TITLE The RAM Studies 1, 2, 3, and 4: A Description of the Thinking, Set-up, and Planning of the Studies. Working Paper.
PUB DATE Dec 85
NOTE 84p.; Prepared by the Research Unit for Experimental Studies in Reader Response, Department of English, University of Copenhagen, Denmark. Project funded by the Departments of English and Psychology, University of Copenhagen; the Royal Danish School for Educational Studies; and the Danish Research Council for the Humanities. For related document, see CS 009 144.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Foreign Countries; Literature Appreciation; *Reader Response; Reader Text Relationship; *Reading Attitudes; Reading Research; Secondary Education; *Short Stories; Translation
IDENTIFIERS *Denmark; Reader Response Criticism; *Textual Analysis

ABSTRACT

An initial study (Ram 1) in Denmark in 1970 determined whether methods could be developed to assess the effect of textual passages on readers' experiences of a short story. Subjects, 717 Danish secondary students, were given a questionnaire to check on the effect of specific auctorial techniques and to chart readers' attitudes and the way they changed during the reading. Results showed that it is possible to chart many aspects of the literary experience both during and after the reading in a way which is meaningful to virtually all readers and that the information obtained can be subjected to statistical analysis. Descriptions of the planning and the development of three more studies (Ram 2, 3, and 4) are based on the results of the original study. These descriptions include the purposes of the studies, the problems of translation, and the development of the questionnaire. Ram 2 will chart 600 Danish readers' immediate attitude to the short story. Ram 3 will use four different versions of the text to chart the effect of narrative techniques with 1,600 Danes. Ram 4 will do the same in the United States. (Five tables of data are included, and four references and an appendix containing a set of questionnaires and the translation of the original short story used in the study are attached.) (MS)

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December 1985

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WORKING PAPER

THE RAM STUDIES 1, 2, 3, AND 4: A DESCRIPTION OF THE THINKING, SET-UP, AND PLANNING OF THE STUDIES

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CS009143

The Ram Studies 1,2,3, and 4: A Description of the Thinking, Set-up, and Planning of the Studies.
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ABSTRACT

The studies are named after a Danish short story by the author Cecil Bødker. It deals with a city boy who enrages a dangerous ram while on a farm. The story is a minor classic and interesting both for calling for readers' moral judgements and for using different types of narrative technique: analytic/non-analytic, and auctorial intrusion. In a study in 1970/71 with 717 Danish readers a large number of findings were made.

Since 1983 we have set up a study which partly repeats, partly supplements the 1970 study. It comprises a number of preparatory studies ensuring e.g. that new aspects in readers' responses were taken into account.

The bulk consists of three studies termed Ram 2, Ram 3, and Ram 4.

Ram 2 is intended to give us e.g. information on how best to chart 600 Danish readers' immediate attitude to the short story's protagonist during the reading.

Ram 3 will use four different versions of the text e.g. to chart the effect of narrative techniques with 1,600 Danes.

Ram 4 will do the same in the US. It will, for instance, constitute a basis for comparison, and answer some central questions in translation theory about equivalence.

The above abstract cannot do justice to complexities of the studies. (CD)

FOREWORD

The present working paper is a description of the work we have undertaken, and of the methodological considerations behind the establishment of the complex of investigations which we collectively term "the Ram-studies".

The purpose of the description is partly to serve as an invitation to those who wish to join the study, partly to make it clear why we have gone about things the way we have. In the latter respect, we may not have been entirely successful, and we shall be glad both to answer questions as well as to receive criticism. And in so far as others want to set up a study along the lines we describe, we must stress that what we present here on the international side is by not an immovable and inflexible demand - but a tender for discussion.

ACKNOWLEDGEMENTS

We wish to thank Rektor Visti Jacobsen of Tårnby Gymnasium; Lektor Ib Eilenberg of Ordrup Gymnasium; Lis Hornum of Christianshavns Gymnasium; Dr. M. Clarke of the International School of Copenhagen, and Professors Pirini and Endakatchen of Teaneck High School, N.J., USA, for having kindly permitted their students to participate in the preparatory studies described in the present report.

We are indebted to Birte Kristensen and David S. Miller for assistance at crucial points, and to Birgitte Sneum for having typed the manuscript.

We are grateful for financial assistance - for various parts of the work described here - from the Department of English and of Psychology, University of Copenhagen; to the Royal Danish School for Educational Studies; and to the Danish Research Council for the Humanities.

But our greatest thanks are directed towards the several hundreds of readers who have helped us in the studies.

CD, IR, CRH, CT.

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The Background of the Study and Its History until 1969

The Ram-studies - the subject of the present working paper - are all investigations of readers' responses to a story which would - in the ordinary parlance - be "the same".

It is the short story, "Vædderen" (translated: The Ram) which the Danish author Cecil Bødker wrote in 1969. The text of the tale is given in the appendix (pp.11-21), and there is, therefore, no need for a summary.

We first used the short story in a fairly crude study in 1965 in which 23 readers charted "tension-curves" in three short stories from an anthology of modern Danish short stories. The intersubjective "tension-curves" we had been looking for failed to appear, but our interest in the short story was renewed in 1967 when we started the planning of a Nordic project on aesthetic responses. This was no coincidence, for it was the original study on tension-curves which was the springboard for the Nordic project.

Within the framework of the Nordic project, two studies were to use The Ram. One, the "Tension" study, was directed by Cay Dollerup (CD); the other study by Niels Jørgen Skydsgaard (NJS) as "the experience of a fictional character during reading". Iven Reventlow (IR) set up the methodological basis for both studies.

The hypothesis in the study planned by NJS was that the fictional character was an integral component in the experience of a work of literature; the study of this component of a literary work would therefore be particularly interesting.

In addition, it was pointed out that the short story used "auctorial intrusions" and it was vaguely hinted that their effect might be tested out.

The study was re-organised in 1969 when CD became its director. The introspection studies described briefly below had then been going on for some time, and thanks to them, and to the thinking when the study was originally planned, its purpose was reformulated:

THE MAIN PURPOSE OF THE STUDY WAS NOW TO DETERMINE IF METHODS COULD BE DEVELOPED TO ASSESS THE EFFECT OF TEXTUAL PASSAGES ON READERS' EXPERIENCES OF THE SHORT STORY.

This was done at two levels: firstly, we wanted to check on the effect of specific auctorial techniques, and, secondly, we wanted to chart the readers' attitudes and the way they changed, if at all, during the reading. In addition, we also wanted to check the influence of a

few factors in the readers' backgrounds on their experience of the story.

The study thus outlined was eventually carried through, and more than 700 readers reported on their experiences by means of questionnaires in the winter of 1970/71.

The completion of all statistical analyses took a fairly long time, partly because of other commitments, and partly because it was tempting to try out new statistical methods which were being developed, for our work then - as well as for future use. So it was not until 1985 that we decided to publish the results in English. (Dollerup and Rosenberg Hansen (in press)).

RAM 1

The Re-defined Critical Background

The reorganisation of the study referred to was based on a review of both the original planning as well as the information obtained from readers. Our conclusion was that - apart from the indisputable textual information - the reader's experience of the fictional character might indeed be influenced by different auctorial techniques in the story.

We made a distinction between three:

A. an objective presentation of the protagonist, Vagn, his feelings and actions as narrated by an omniscient author;

B. auctorial comments (or intrusions) where the author is explicitly telling the readers something the boy is not aware of (e.g. "Vagn did not think of ..."); and

C. a pervasive, analytic and evaluative commentary on the happenings and on Vagn, i.e. words and phrases which shed an unfavourable light on the boy (e.g. "His eyes lit up with malicious glee").

With these in mind we went over the texts carefully. In one version we cut out all the auctorial intrusions, and in another the evaluative, analytic comments. We thus set up three different texts (all with the author's name):

- the original short story with its full text,
- a version without autorial intrusions (but with e.g. evalutative comments), and

- a version without evaluative, analytic words and phrases.

Especially in the last version, several excisions are open to debate - partly, of course, because the protagonist acts outrageously anyway, but partly because of our procedure: the excisions were undertaken by CD and Tore Forfang (TF), both of whom had alternatively conducted or been silent partners, on the in-reading interviews. Our excisions were therefore determined by a medley of literary assumptions and empirical phenomenological reports. The outcome was that we excised relatively little before pp. 5 and 6 where few readers reported shifts in their attitudes: most readers had reported on large shifts on pp. 5 to 8, so here we made large cuts.

We also inserted a special question after each page (as an interleaved questionnaire) where we asked the readers to indicate their attitude towards Vagn at that particular stage of the reading.

The Psychological Background

The study was set up according to the methods of the Copenhagen school of phenomenological psychology, founded at the beginning of the present century. Its central premise is that information about experiences in life are best obtained by careful questioning of testees. In the context of the present studies, then, this is done by questioning readers both during the reading, i.e. by introspection, and after the reading i.e. by retrospection. However, the present study adds a facet to the Copenhagen school of psychology, viz. by using questionnaires.

The questionnaires are developed from information obtained from readers. In order to make sure that they are unambiguous to the readers, they are subjected to both introspective and retrospective checks by readers, prior to the major data collection.

The Stages in the Practical Setting up of "RAM 1"

According to the above description, "RAM 1" came to comprise the following stages:

1. Some initial, sketchy assumptions on "the creation of a fictional character during the reading" which were useful at the start of the investigation, and were changed during the initial stage.

2. Oral reports, introspection,during and after the reading, by 42 readers.

3. A careful analysis of everything they had said and a transformation of their comments into a questionnaire on the experience of the short story, especially their attitudes to the protagonist.

4. Three versions of the short story were set up - to some extent from what readers had said - and typed out (see appendix pp. 11-21).

5. The questionnaires and the short stories were tested out with individual readers. All their reactions and hesitations were being noted, so that we could find out why they had reacted, and how we could improve on the questionnaire. (Three series).

6. We then conducted the major data-collecting among more than 700 "gymnasiaster" (senior high, 17-19 years of age), nationwide.

The Set-up in the Nationwide Data-collecting

The study was conducted as follows:

The person in charge of the data-collection in each class would, in advance, see to it that questionnaires were coded (and later write down which questionnaires were not used).

(S)he would then, ostensibly off the cuff (but according to a written instruction) tell the students they were to read a short story - as if they had chosen the story of their own volition - and answer some questions (see Appendix p. 9).

Then:

1. The first questionnaire; 2. one of the six different tests, and 3. the second questionnaires were handed out to the students.

This meant that only every sixth reader received identical sets in each class.

On the first page the readers were instructed to read a short story and answer some questions (Appendix p. 10).

The next two pages contained the first questionnaire, which asked the readers to indicate their sex, age, reading habits etc.; it finished by asking them to read the short story (Appendix pp. 3-4).

When they had read the short story, there was a new questionnaire which was based on the readers' responses in stages 3 and 5. It covered e.g. previous acquaintance with the short story, etc.

For easier reference, the questionnaires are given in the Appendix. Questionnaire I has the English draft translations over the Danish questions (Appendix pp. 3-4). Questionnaire II is translated pp.22-26.

Furthermore, half the readers were to register their attitude to Vagn during the reading on a fixed semantic differential with 5 grades (Appendix p. 5).

The Results in Summary

There were thus 717 readers in the experiment as follows:

The number of readers of each version of The Ram in "Ram 1"

VERSION	with questionnaire in text	no questionnaire in text	TOTAL
Original story = full text	120	116	236
Version without auctorial intrusions	120	121	241
Version without analytic and evaluative comments	119	121	240
TOTAL	359	358	717

We started out with a fairly simple plan about how to chart readers' experience of a protagonist in a short story. In the course of the preparations, we also decided to check on the effect of different types of auctorial technique.

We found that we can investigate the meeting between author and reader where it takes place without any major and disastrous consequences. We found it possible to follow the reading as a cumulative process.

In the end, however, we came further than we anticipated:

We explored the reading process by presenting readers with two stimuli, viz. a text and a series of questions, some of them during the reading. When it is read, the physical text comes to exist in a way we charted - in part - on a questionnaire. This questionnaire was evolved from other readers' spontaneous responses. The method and testing were justified: on the one hand, the questions - set up according to Danish psychological procedures - turned out to be understandable to readers and relevant for their experience (the "no data" group never exceeds 3% - and is usually much lower), and on the other hand we found that questions made "artificially" (i.e. without reference to readers' statement to ensure as little bias as possible) have been rejected by most readers.

The study thus showed that it is possible to chart many aspects of the literary experience both during and after the reading in a way which is meaningful to virtually all readers and that the information obtained can be subjected to statistical analysis.

In general, our results support the view that the experience of the work of literature is determined first and foremost by the text, and the more so if the charting is undertaken during or immediately after the reading. In most cases, then, criticism is not operating in a void, although the study also found a gap between what established literary figures say and what young readers think.

A pure summation of answers revealed a multiplicity of minority responses which pointed to the individualist nature of the literary experience. But these summations, as well as tabulations between answers, also pointed to some kind of collective agreement among groups and "subgroups", determined by e.g. background variables.

And furthermore, there are even patterns based only on the experience of the text; they indicate that there is a holistic individual experience behind the markings. This highlights the literary experience as a focus where text, individual, and the latter's group (social and psychological) merge or fuse.

We can clarify this: like all other experiences of physical objects, the experience of literature (a printed page) is not totally arbitrary and individual, nor totally collective and completely intersubjective.

The results suggest that there is a wide spectrum of experiences of literature. One extreme is holistic and based on a specific personality's experience of individual words and passages, on the cumulation

of information, and the individual's selection and combination of these factors: in other words, the very fact that all readers will, at one stage or another be opposed to the majority of the other readers point to the existence of Norman Holland's "identity" as a strong, formative element in the literary experience.

At the other extreme there is something essentially intersubjective.

Our results from "RAM 1" indicate that the experience of a work of literature is intersubjective at various levels and in different ways simultaneously - but definitely not "identical" with readers.

The experience of a work is, to some extent, intersubjective, as we can prove that it is primarily directed by the text presented to readers: even small changes in this text will - with groups of readers - have a different effect.

It is intersubjective in so far as some "similarity of experience" can be related to, e.g., different readers' "similar" background, ages, sex, and the like: there is thus some kind of intersubjectivity that links on to sociological factors in the readers' social world.

And finally there is a level where groups of readers' experiences tend to be intersubjective in the sense that - provided they experience some aspects in a similar way, they are likely to be in agreement on some other specific aspects as well.

THE SETTING FOR RAMS 2, 3, AND 4

As soon as it became clear that RAM 1 would use questionnaires, Iven Reventlow repeatedly pointed out (in 1970) that a regular repetition of the study every ten years or so would constitute a valuable, methodological study as this would permit us to register changes in taste and the like.

The idea of repeating the study was given new impetus in early 1983 after the study had been discussed with Professor Elrud Ibsch and her colleagues at the Vrije Universiteit, Amsterdam.

And thus the planning was started.

In the planning, there have been many suggestions and considerable assessment of the (few) weaknesses in RAM 1 - but our main problem was, of course, that we had not finished the statistical analyses of RAM 1.

The planning for the set-up has been worked gradually out. To begin with - by March 1983 - we were thinking only in terms of a repetition of RAM 1 - except that we agreed that we needed additional information on the readers' backgrounds (i.e. RAM 3 in embryo), but by November 1983 the idea of carrying out the study in the English-speaking world - with a well-defined group of readers - was aired.

Since then, our planning has become increasingly detailed, and on the following pages we shall describe the ideas, the planning, and the preparatory work behind RAMs 2, 3, and 4, as it took shape in the course of 1983, 1984, and 1985.

A TABLE, SUMMARISING THE DIFFERENT STUDIES AND THEIR SET-UP WILL FACILITATE THE FOLLOWING DISCUSSION:

Original story: the Danish author Cecil Bødker. Title: Vædderen.

Text A = the original story.
Text B = the story with excisions of all auctorial comments.
Text C = the story with excision of many evaluative words and phrases according to empirical evidence in 1970.
Text D = the story with excisions of all evaluative words and phrases in 1985 according to critical 'point of view'.

Translation into English undertaken as follows: Cay Dollerup (CD) 1982. Checked, revised, and corrected for British English by Chris Tinson (CT) 1985. Translated for American by David S. Miller (DM) 1985. Checked by CD and CT, 1985; revised by DM 1985; and finally checked by CD and DM 1985.

The interleaved pages/questionnaires contain only one question about the reader's attitude towards the protagonist at that particular point in his/her reading.

Q I - was simple (8 questions), asking about age, background and reading habits in terms of quantity (see Appendix pp. 3-4).

Q II = a questionnaire on various aspects of the experience of the story based on readers' reports on it. Data were collected in 1985 both among Danes and pupils at the International School in Copenhagen to establish whether new aspects have surfaced in the intervening years. They were tagged on to the old questionnaire (see Appendix pp. 26-27).

Q III = a questionnaire on readers' backgrounds, which includes c. 65 questions on their attitudes to various things checked out with more than eighty Danes, with c. 45 pupils in Teaneck, N.J., and at the International School in Copenhagen in 1985 (Appendix p. 28 et seq.).

Instructions are very brief.

RAM 1. DENMARK. Took place 1970/71.
Set-up: Q I - a text, half of them with interleaved qs. - Q II.
Types of texts: A, B, C. Each of them were presented with c. 50 % interleaved questions, and distributed evenly in all classes.
Number of readers: 717, from 1. and 2. g = 17-18 year-olds.
Per cell: c. 115

RAM 2. DENMARK. Planned for 1985/1986.
Set-up: Instruction Q I - text A, interleaved qs. + Q II with supplement + instruction Q III.
Note: the interleaved qs. will be of two different types.
Number of readers: 600, from 1. and 2. g = same as RAM 1.
Per cell (either because of different interleaved qs. or because half have no Q I) : 150.

RAM 3. DENMARK. Planned for 1986/87.
Set-up: Instruction - text A, B, C, D, half interleaved or all interleaved (not decided) - Q II + supplement - Q III
Number of readers: 1,600, same group as in RAM 1 and 2.
Per cell: 200

RAM 4. US. Planned for 1986/87.
Set-up: as in RAM 3.
Number of Readers: as in RAM 3, 11th and 12 grade, academic branches (?)
Per cell: 200.

In the above plan, then, the readers will meet with the following components when they participate in each study.

	RAM 1. In Danish: 717 gymnasiaster	RAM 2. In Danish: 600 gymnasiaster	RAM 3. In Danish: 1,600 gymnasiaster	RAM 4. In English: 1,600 high school students	
No. of readers per cell	115	150	200	200	
'Informal' oral instruction	x	x	x	x	
Handing out of papers	x	x	x	x	
Two-line written instruction	x	x	x	x	
Quest. background from 1970	x	300	½	½	
Instruction to go on reading	x	600	½	½	
Text: without interleaved questions	x	½	?	?	
Text: with interleaved question (1979)	x	150	?	?	
Text: with interleaved questions (1985)		150	?	?	
Questions on experience from 1970	x	x	x	x	
Supplementary questions from 1985		x	x	x	
Instruction that a new questionnaire must be filled in		x	½	½	
New Questionnaire on background		x	x	x	

Problems Raised by Repeating the RAM-study

In our analyses of RAM 1 we identified three areas where we thought the study might be improved.

1. In our opinion we had not cast sufficiently wide a net in terms of charting the readers' backgrounds - which called for the introduction of new questionnaire on background variables.

2. In registering their attitudes towards the protagonist in the short story, the readers would get caught by a "ceiling effect" when they filled in the interleaved questions; once they had registered maximum dislike for the boy (extreme right on the fixed grade (see Appendix p. 5)), they could get no further and mark that their disgust increased. The problem can be circumvented statistically, but it was a drawback as we had no idea of any relative change, once individual readers reached the extreme on our semantic differential.

3. The way we had set up text C, i.e. the text without evaluative comments from (mostly) empirical information, seemed to be unsatisfactory - as it turned out that most readers in the extensive data-collecting had changed from a largely positive to a largely negative attitude towards the boy long before we had anticipated this. By introducing another text where we took into account not only our empirical data, but consistently looked at critical analysis for our excisions at this stage (i.e. when we repeat the study the first time), we have minimised the problems with questionable excisions. Or to put it differently: we introduce a major improvement from a critical point of view, at a stage where it is only a minor change in the experimental set-up.

However, in addition to these improvements and solutions to problems in the "old" 1970 set-up, we must also take into account the facts

- that times change, and
- that if we really want to set up a study which can be repeated regularly to check on changes, it must have wide applicability (hence the introduction of the English-speaking world), and a set-up so that others can take over without any trouble and yet adapt parts of the study to their own needs.

Some of the four points discussed above cut across the studies planned, and others follow from the set-up envisioned and are hence confined to one or two studies only. Accordingly, we shall briefly describe the studies and their aims.

THE PURPOSES

In their totality, the studies we discuss here are to determine:

1. The effect of difference in the short story in terms of absence/presence of passages which represent well-defined authorial techniques.

2. The way different (groups of) readers change their attitude towards a protagonist during the reading.

3. Factors in the personalities of (groups of) readers which affect their reading experience.

4. Differences in (groups of) readers' experiences which can be ascribed to differences in terms of education, social background, and the like.

5. Differences in largely identical groups' experience of the short story which can be ascribed to differences in terms of time, i.e. changes in "taste", attitudes to abnormal persons, etc.

6. Differences in (groups of) readers' experiences of the short story which can be ascribed to differences in terms of space, e.g. nationality.

7. The possibilities of checking to what extent it is, if at all, possible to set up "identical texts" in two languages not only in linguistic terms, but also in terms of the experiences they generate among the readers.

RAM 2

The aims of RAM 2 (which is conducted in Denmark) are:

1. to establish our main link between RAM 1 and the subsequent studies. This means that part of RAM 2 is completely identical with RAM 1.

2. In itself, to yield information on changes in reader response over a 16-17 year period with near-identical groups of readers. This implies that the readers are to be 1. and 2.g.'s (gymnasiaster) from all branches. They need not represent the whole country, as we were unable to find any differences between the readers from different parts of the country in RAM 1.

3. To make for a final check of the new questionnaire on background variables with a fairly large group of readers. As the questionnaire has

been thoroughly checked before RAM 2, we do not expect any problems to crop up. However, if there are any, we can still correct errors before they wreak havoc, and, if there are none, the results can be compared with those in RAM 3. The new background questionnaire (Q III) is tagged on after readers have answered the questions on the experience of the short story, and they are told that we would be grateful if they would fill in the questions despite the fact that some of them have been answered prior to the reading of the short story (viz. in Q I).

4. To check out the supplementary questions on the experience of the short story. These new questions are placed at the end of the "old" questionnaire (from 1970) so that the new questions have no influence on the readers' answers to the "old" ones from RAM 1. The introduction of supplementary questions was dictated by two considerations:

(a) as times change, there are now facets in the readers' responses which were unthinkable in the spontaneous reports from 1968-69: thus the idea that Vagn may be 'in care of a family' ("i familiepleje") according to a new Danish social security programme, did not surface with our then readers in 1968-69.

(b) The inclusion of readers from the English-speaking world (in RAM 4) means that they, too, have contributed to facets of the experience of this short story.

5. A check on whether we should introduce a kind of interleaved questionnaire (the interleaves) where the readers answer on a relative scale rather than a fixed scale.

The scale starts on page one with the question:
"What is your attitude to Vagn?"
"very positive/positive/neither/negative/very negative"

- then to have the following question on all subsequent pages:
"Compared to what it was last time I answered the question,
"my attitude towards Vagn is now,
more positive/unchanged/more negative." (See Appendix, pp. 5-7).

In order to permit of a comparison with RAM 1, we must, however, also conduct this experiment with a concurrent use of the "old" (1970) interleaves.

6. We also want to check on what effect, if any, Questionnaire I has on the readers' responses. If - as we are inclined to believe - Q I has no influence, this will permit of a RAM 4 with considerably less participants. The check on the influence of Q I, presupposes that we have at least 600 readers, i.e. 150 in each cell, in RAM 3.

We intend to check so many things in RAM 2, that we consider it unwise to use more than one version of the text of the short story: the original one.

RAM 2 thus has the set-up shown on the following table:

Table of Use of Interleaves and Q Is in RAM 2

No. of readers	Q I ?	Interleaved Qs, (in original story)	Q II + suppl. + Q III
150	Yes	New type 1985	All
150	No	Old type 1970	
150	Yes	Old type 1970	
150	No	New type 1985	
600			

NOTE:

We have no version without interleaves in RAM 2 at all, because our study in 1970/71 showed that interleaves had virtually no effect on the response as charted on the questionnaire after the reading - and whatever little it had, is known to us: the readers who had had interleaves were more inclined to believe that Vagn's conduct towards the ram was caused by his dislike of the grown-ups and the ram's dumbness, and they considered him less sympathetic than the readers who had had no interleaved questions (the significance was at the 1 per cent level or better).

RAM 3

RAM 3 is, then, the study where we are free of the methodological bindings which make RAM 2 fairly cumbersome; it has the experimental set-up we consider most simple, as long as we do not wish to lose sight of the major points in RAM 3 (and 2):

1. that they provide a solid basis for diachronic comparisons between groups of readers over a c. 15-year period. They will thus provide substantial information about changes in the experiences of groups of similar readers, some of which can be ascribed to changes in teaching methods, and others to changes in society as such;

2. To obtain some solid, experimental and empirical basis for the theoretical discussions on "reader horizons" and the like.

3. To open up for similar, comparative, diachronic studies for others.

4. To corroborate and to expand on the results of RAM 1, thanks to a more detailed charting, especially of the readers' backgrounds.

The Set-up for RAM 3 is shown below.

THE COMPONENTS IN THE EXPERIMENTAL SET-UP FOR RAM 3

START

Informal oral instruction (the same as in 1970).
All 1,600 readers

Written instruction (two lines, the same ones as in 1970)
All 1,600 readers

Text A	Text B	Text C	Text D
400 readers	400 readers	400 readers	400 readers

Each of these four texts will have either 1970/1985 or no interleaves. Each of the two possibilities actually chosen:

200 readers	200 readers	200 readers	200 readers

Questionnaire II on the experience of the short story (1970) + 1985 supplement.
All 1,600 readers

Questionnaire III from 1985 on background variables.
All 1,600 readers

END

Thanks expressed and an explanation about the purpose of the study.
All 1,600 readers

NOTE: As mentioned below, the findings in RAM 2 will determine which types of interleaves we shall be using in RAM 4.

RAM 4

As we must - at some stage or other in the future - let others take over the Ram-studies, they are best served if we are fully aware of what happens the first time it is conducted in the English-speaking world. From our point of view there are, then, three different reasons for conducting a RAM 4.

1. It makes it possible to compare the Danish results with those from the English-speaking world, and, hopefully, it may constitute an anchor for other studies - not only Danish, but in other countries as well.

2. It makes it possible to check on the extent to which the "same" text - whatever this means - can be brought about - by means of conscientious translation - in different languages. From an American angle the problem is insignificant, because translated texts exist autonomously in the "new" language, i.e. they can be studied independent of the source (in principle a shift in language is no greater than a shift in time (as when we study Shakespeare in 1985)). But in terms of translation theory and in terms of the applicability of studies that operate with different languages, the explicit focus on the "degree and nature of transfer" based on experimental and empirical material is of considerable interest.

3. From the Danish point of view we are also interested in RAM 4 as a preliminary checking out of the possibilities for conducting another study, viz. Folktale. However, both in terms of groups of readers and of nations there are major differences. In RAM 4 our interest is limited: we want readers who compare with our readers, e.g., American pupils in the 11th and 12th grades of high-school in the academic branches.

The Set-up of RAM 4.

RAM 4 is planned to be carried out exactly like RAM 3.

BRIDGING THE GAPS

On the subsequent pages we shall take up the problem of how we have

1. Tackled the language problems, i.e. translation.
2. Established the new text (D).
3. Worked with the new interleaves.
4. Established the supplementary questions in the questionnaire on the experience.
5. Worked on the new questionnaire on background variables.

These factors overlap and will be treated accordingly.

THE TRANSLATION

The highly problematic question of translation in reader response research has been treated elsewhere.

A Brief outline will suffice in the present context:

In the Nordic project mentioned above, we used the same texts in Danish and Finnish studies (but not in RAM 1). We paid no attention to translation problems, and were uniquely fortunate in deciding not to compare our results in detail (the project had a methodological slant, and the studies differed much on this count). Later we have found that the texts showed major differences.

For a later study, Fairytale (1979-82), which covered Turkish and Danish, we devised a special procedure - a kind of speeded-up form of Wills' multiple-stage translation inspired by our own experiences with translation and translation classes: we had four people mulling over the texts at the same time, one Turk (Turkish; working language: English), one Turkish-Danish translator (Turkish into Danish; working language: English), one Danish-Turkish translator (Danish into Turkish; working language: English), a Dane (Danish; working language: English).

For the RAM-study we have used a somewhat different procedure, partly because it is one of our central texts, partly because it contains a large number of colloquialisms and imprecations where an individualised mulling over is more likely to bring forth "le mot juste" (especially as the translator in the later stages will be critical of the predecessors' work).

A preliminary translation was made by Cay Dollerup (native speaker of Danish in April 82). This was revised by Cay Dollerup and Allan

Findlay, individually, by July '82.

This was taken as the starting point for a thorough revision of the text for a translation into British English by Christopher Tinson (native speaker of English) in March-April 85.

The text was largely rejected as a basis for a translation into American by David S. Miller who therefore retranslated the Danish text into English in August 85. This American version was checked on a word-to-word basis by Christopher Tinson and Cay Dollerup 4 + 11 September '85, first alone, and then with David Miller. David Miller thus revised (checked) the changes; and a final discussion then took place on 10 October between David Miller and Cay Dollerup.

Points about the American vs. the Danish Text.

The following points should be noted about the translation:

It has been impossible faithfully to render the grammatical inaccuracies in the 'style indirect libre'. The outcome is that the American text is less "funny" and the question concerning this aspect in the experience will therefore probably be even less marked in the US than in Denmark. The American style is more elevated than the Danish.

Similarly an exact rendering of the abrupt sentences - and, conversely, the sentences running on without punctuation - could not be undertaken without jarring too much. The outcome of this difference is difficult to assess.

On p. 2 the American marker of a city origin for the boy is a bit stronger than in Danish: a block. It is however the most reasonable equivalent (See Appendix p. 12).

P.2 A marl pit would probably be unknown to most American readers. In the context a pond must be considered equally good. "Korn" = 'grain' is substituted by "wheat".

P.3 Danish "krone" is rendered as 'buck'. Actually the Danish denomination - or rather price - dates the story.

P.3 "Place where the pigs were kept" must be considered an adequate counter to the Danish pigsty.

P.4 The fact that the Danish farm is apparently a four-winged farm with a courtyard and with surrounding outhouses is preserved to some extent in the story. "Yard" and "sheds" alternate in American.

P.7 (top lines) contain one negation too many in Danish, but this has never been noted in the introspection studies in 1968-69. It is de-

leted in the translation as it stands out too strongly.

There are some problems as follows: should the name "Vagn" be retained - in the US it clearly marks off the story as one of foreign provenance, although the style as such may be successful in American Other features of the same type that have been retained: the plan of the farm (commented on above), and the question about the "block" which carries overtones of ethnic neighbourhoods (the overtones of slums are present in both languages).

The last one is the preservation of drinking coffee: coffee is the favourite drink in Denmark, but not in the US to the same extent.

As far as the last points are concerned the decision is left to colleagues in other countries who want to participate. We would personally be in favour of preserving them - so that we can argue that we have a real-life translation. But it is not a moot point.

All stages in the translation have been carefully charted and further information can be obtained from us.

Concluding Remarks

Some translation theorists might argue that this is due to our inadequacy. We suggest, however, that it is not only a matter of artistic recreation in the target-language system, but - as we have tried to hint above - often a problem of cultural transfer.

The practical implications are that we cannot "just" consider the American study an extension of the Danish RAM 3.

The American RAM 4 must be regarded as a study in its own right.

Comparisons between the studies - and the questionnaires which have also been translated, collated, and checked by DM, CD, and CT, - must be undertaken with great caution between the Danish and the American results.

It is, undoubtedly, over-optimistic to expect the same results on the slippery linguistic grounds of texts and questionnaires whose "linguistic identity" has been ensured by only three persons who are - despite their experience with translation - still impeded - or hemmed in - by their idiolects and sociolects.

What we may hope for is a similarity in terms of patterns in the responses: for instance, that the readers of the different versions of

the Ram-story change their attitudes in the same way in both countries. If this happens, the study will, at the very least, serve as a major step forward in our knowledge about the craft of translation.

TEXT D

The 1970 Texts

As mentioned above (e.g. p. 9) we had three types of texts in RAM 1, viz.

the original short story (text A)

the story without auctorial comments (text B)

and a version in which we had excised the evaluative passages and comment which - at the time - had seemed to evoke the strongest negative reactions with the readers.

As mentioned, the excisions in text C were undertaken by Tore Forfang and Cay Dollerup in 1970, from the oral reports of readers in our introspection studies. These oral reports indicated that the major shifts in the readers' attitudes took place on pages 5-8 (and this, of course, may still be correct). On the other hand, the extensive data-collecting showed that the decisive shifts from a positive to a negative attitude took place earlier on in the readers' experiences of the short story. Furthermore there was no denying - and we had known this from the very outset - that in text C there were still many words, sentences, and phrases which were evaluative and still shed a negative light on the boy.

Text D: the 1985 Addition

In the course of summer of '85, as we discussed our previous study, we decided to introduce another text, text D, which was more inconsistently in line with a critical analysis of the "negative textual signals" - although it, too, could be questioned on minor points.

This text was set up in a collation between the Danish text and the English translation/version in October and November 1985. Compared to text C the number of excisions in text D is much higher (cf. Appendix pp. 11-21).

We have, of course, stuck to the same principle as before: nothing new must be added, and this means that in some cases we must retain negative phrases in order to preserve coherence: for instance, we preserve "they were so stingy (although "Damn" is left out) on page 2 (Appendix p. 12) for this very reason.

And there are other cases, where our excisions can be questioned: Is it reasonable to cut out the paragraph "Back in the street... sissies."

on p. 7 - and to retain the word "intensely" ("sugende") on p. 10 ? We have done so, because in the first passage we think "dare-devil" ("dumdristig") and "sissies" ("tøsedrenge") are negatively loaded in the contexts, whereas "intensely" is more 'objective'. The truth is, of course, that these are merely our assessments - and that, given the fact that a decision must be made, we have to walk - if not actually rush in - where angels fear to tread.

Many of the coloured and loaded adjectives have disappeared in text D, and Vagn's dislike of the country, his contempt, and his sadism are all toned down.

From a critical angle the narrator is now less analytical and more distant.

From a psychological angle, the readers are now more free to take their own view of the boy. If we consider the text a constraint, there is now more liberty for the readers' personalities.

THE EXPERIMENTAL PREPARATIONS

On the subsequent pages we shall discuss our preparatory work, i.e. the way we have supplemented the old questionnaires and tested out new features step by step.

In order to facilitate the overview we shall here list the classes participating and their roles in the study. They are mentioned in (mostly) chronological order:

PARTICIPANTS AND THE MAIN PURPOSE OF THEIR PARTICIPATION

6 March 1985. Tårnby Gymnasium in Denmark: 1b, 2a, 1w all participate in checks on the traditional and "attitude" parts of Questionnaire III. (Q III)

23 April 85. Christianshavns Gymnasium. 3g participates in a check on the "attitude" part of Q III.
All told, 62 readers do the "attitude" part and 57 the traditional part on these two occasions.

28 March 1985. Teaneck High School, New Jersey, USA. 45 readers from the 12th grade answer questionnaire III, both traditional and "attitude" part, and are asked to comment on clumsy and awkward questions and language.

16-24 April. Ordrup Gymnasium, Denmark. 22 readers from 1y; 17 from 1HF; and 20 readers from 1g.mat. use a version with new 1985 interleaves and answer some open questions after the reading to elicit information about new aspects in Danish readers' experience.

25 April. Copenhagen International School. 33 readers from the 12th grade are asked to comment on the translation of the short story (CD and CT version) and on the first 46 questions in the questionnaire II (on the experience).

29 May. Copenhagen International School. 18 readers from the 11th grade are asked the same open questions as the Danish readers were in April in order to cover any special aspects in their experience. In addition they are asked to answer and criticise the revised traditional part of Q III.

11 September 85. Tårnby Gymnasium. 11 readers from 2g. do the completed, and penultimate version of the set-up for RAM 2 in Danish.

11 October 85. Copenhagen International School. 22 readers from the 12th grade do the complete, revised, and penultimate preparatory version of the set-up of RAM 4.

THE INTERLEAVES

The 1970 interleaves

As mentioned the 1970 interleaves presented no problems for the participants in the study - but we found the "ceiling-effect" (see p.15 above) somewhat unfortunate.

On the one hand, we must retain the 1970 interleaves in sufficiently many readings in RAMs 2 (and 3 ?) for us to make valid comparisons. On the other hand, the introduction of a "relative, interleaved question" where the reader can go on registrering changes towards the protagonist will give us a more detailed picture of the readers' attitudes.

The 1985 interleaves

Accordingly a new set of interleaves, one with five grades after the first page, and then with three after all the subsequent ones, was developed. It is shown in the Appendix pp. 6-7.

This new type was kindly tested out by lektor Ib Eilenberg of Ordrup Gymnasium as follows:

1.y = science branch, 22 readers, numbered 1-22 on 16 April 1985.

1.HF = 'general preparatory exam' (largely identical with gymnasium; the pupils are sometimes older), 17 readers, numbered 50-66, on 24 April 1985, and

1.g.mat. = science branch, 20 readers, numbered 70-89, on 24 April '85

All told, then, the new interleaves were tested out with 59 readers.

They were analysed, and the outcome is that they worked well. Therefore, both types of interleaves will be used in RAM 2.

THE QUESTIONNAIRE ON THE EXPERIENCE (1970)

In RAM 4, it is necessary to check whether the questionnaire is indeed as identical as possible with the Danish one.

We have used the following methods to ensure that this is so:

A preliminary translation was made by Cay Dollerup in 1984/I. This translation was gone over and corrected by Chris Tinson in 1985/I.

The translation was then typed out, and the short story was read by 33 students in two 12th grade classes at the International School in Copenhagen on 25 April 1985.

After they had read the story, the translated questionnaire was handed out to the students.

In the instruction, they were asked to underline anything they considered clumsy, ambiguous and the like.

Their answers, numbered 1-16 in the first class, and 20-36 in the second one, were gone over by Cay Dollerup and Chris Tinson in August 1985.

Their comments on phrasing were checked and a few words changed.

The final versions of the "old" questions were set up at a meeting between Cay Dollerup, Chris Tinson and David Miller, September 1985.

THE SUPPLEMENTARY QUESTIONS ON THE EXPERIENCE ON THE READING (1985)

As hinted, p. 17 above, some aspects in the experience of a short story must change over a span of time. Some aspects "disappear" and others may surface in the readers' experiences.

Methodology demands that the questionnaire in RAM 1, 2, and 3 be the same - and common sense that the new aspects should be added. We have solved the problem in the following way:

As described above, the original questionnaire - from 1970 - on the reading is retained, both in Danish and in English, but after question 46 (see the Appendix p. 26) we have to add questions which we obtained in the following way:

In the study with the interleaved questions, conducted by lektor Ib Eilenberg, Ordrup Gymnasium (p. 28 above), the pupils, 59 Danish readers, were asked to answer the following 4 questions (which are headline questions in the questionnaire, viz., "What do you think of the grown-ups?" / "What do you think is behind Vagn's treatment of the ram?" / "What do you think the short story is about?" / "Do you have any other suggestions?").

At the International School in Copenhagen, the 33 students in the 12th grade who were asked to comment on the questions in April (see p. 29 above), were similarly asked to add suggestions of their own. And on 29 May, an 11th grade were asked the same questions as the Danes.

All the answers and suggestions in both Danish and English were checked and listed by CD and CT. A number of the statements made by students were then rephrased so that they could be added after the original question no. 46 (i.e. the Appendix pp. 26-27). The Danish and the English versions were then checked for "linguistic similarity/ identity" in August by CD and CT and typed out.

Before the final experimental check the questions were once more discussed by CD, CT, and DM on 4 September.

The Danish version was checked out for experimental problems in class in Denmark in September 85, and the English one at the International School in November 85. In these two tests, the students were only asked to fill in the questionnaires, and no problems surfaced.

THE BACKGROUND VARIABLES (1985)

As mentioned, we found the questionnaire of background variables we used in RAM 1 to be insufficient, in retrospect. The brevity of the original questionnaire however, was primarily dictated by our care in making sure that the readers did not feel that their anonymity might be disabused. We have later concluded that we were mistaken: we are now convinced that readers are not distrustful of studies of this type, especially when it is obvious that there is no ulterior, hidden motive, and they know they will be told about the study after the event; (b) that most readers actually consider it quite interesting to fill in questionnaires on what they do (somebody takes an interest in them as individuals), and (c) it is unwise not to get as much information from readers as possible, the one time they participate in the study.

In terms of RAMs 2, 3, and 4, we think the questionnaire should cover both external, traditional background variables, as well as questions that give us some pointer about certain aspects of readers' attitudes.

As far as the external background variable questionnaire is concerned, we have developed questionnaires of this type for the "Tension" study (that of RAM 1 was actually a very shortened version of it). For the PIF-project (comprising c. 30 questions (on foreign language knowledge)). For the "Sprogtest"-programme with c. 30 questions (on reading); and for the "Fairytale"-study (with c. 40 questions). From December '83 to September '84, we set up a first draft of a questionnaire on background variables. It was based on our previous experiences (national as well as international). The questionnaire was designed as a first draft which could be tested out with both the RAM-studies and the "Folktale"-project in mind. In the following discussion, we shall refer to this questionnaire, which covered background variables such as gender, reading etc. as the "traditional" or the first part of the questionnaire.

The second part of the questionnaire comprised 96 questions about the students' attitudes to a number of different things in its first, draft form.

It must be emphasised right away that the questionnaire cannot be used as a personality test for the following reasons:

(a) We aimed at reducing it to c. 60-70 items - and genuine personality tests based on the same kind of thinking as the present one (e.g. MMPI) contain several hundred items.

(b) With so few items, the questionnaire cannot be used as a gauge of personality, but at best as a crude instrument for establishing categories within some few (out of a larger number) of personality features.

(c) In addition to traditional personality test (questions of the type known from e.g. Eysneck and MMPI), the present questionnaire also comprises a number of questions for determining the readers' attitudes towards animals and children in particular. As the questionnaire is made with the RAM studies in mind,it is geared towards features in the readers' attitudes which we assume are significant for their experience of the plot and characters in this particular short story.

The first drafts of the two parts of the questionnaire were changed on some points during our subsequent discussions.

The second draft was typed in Danish in October 1984, and translated into English by David S. Miller in February 1985. The translation was discussed with CD on 1 March 1985.

THE TESTING OF THE QUESTIONNAIRES

In Denmark

In Denmark fifty-eight students filled in questionnaires at Tårnby Gymnasium. The classes involved were 1.b (modern languages), 2.a (social sciences and modern languages), and 1.w (natural sciences). Birte Kristensen, David S. Miller and Cay Dollerup were present.

The students were instructed to fill in the questionnaires they received and to underline or otherwise call attention to clumsy and ambiguous phrasing and the like. Then they were given two out of a total of three separate and different questionnaires (namely parts 1 and 2 for the RAM studies; and for one from the "Sprogtest programme").

The students were also told that they had got only two questionnaires but that if they got the time and wanted to, they might well fill in a third one.

A few did not have the time to fill in all three questionnaires (within the 40 minutes).

A total of 46 students filled in the traditional part of the background questionnaire for the RAM-studies.

Thanks to Lis Hornum, the two parts of the questionnaire were also tested out in May at Christianshavns Gymnasium, this time with a 3.g (modern languages).

All told fifty-seven readers answered the "traditional part" from Danes - and a total of sixty-two the "attitude part".

In the US

The questionnaire, i.e. both parts, was tested out with the kindly permission of Professor Florey Pirini, Head of the English Dept. and Dr Jaspar Endakatchen, in two 12th grade classes at Teaneck High School, Teaneck, N.J., on 28 March 1985. David Miller was in charge of the data-collecting. The instruction to the 45 students was the same as in Denmark. Half of them got the "attitude" part first, the others the "traditional" questions first.

In this case, the students were offered a written description of the purpose of the study after they had filled in the questionnaires.

THE ANALYSES OF THE "TRADITIONAL" PART

A preliminary analysis of the results was undertaken by CT, and some of the aspects which were quite obvious from the Teaneck answers were discussed at a meeting on 18 April 1985 with Andrew Gordon (Univ. of Florida) and David Miller.

The questionnaire on attitudes was taken over by CRH for further analyses.

And the questionnaire on traditional external background variables was re-examined, both on the Danish side, and the English side by CD and CT.

All questions were then subjected to an analysis in view of the answers from both Danish and American participants. The questionnaire was then discussed at two meetings and changed for exclusive use in RAM 2, 3, and 4.

As the context calls for a detailed description in order to illustrate our methods, a comment on the answers to the questions as they stood is worth giving, and what changes they brought.

The Touchstones

As mentioned, the general principle is that we check primarily on how our readers react to the questions we pose; especially when they answer erroneously or otherwise indicate that the questions do not function as intended, we change them. If, furthermore, we find in our discussions of the questions, that a question is ambiguous, it is, of course, changed. On the other hand, we do not uncritically accept any sudden idea about what we "believe the readers should do" etc. Thus, for instance, we might ask about the reading of westerns (question 23) - but as none of the 103 readers in Danmark or the US had mentioned them, there is no reason to do so.

Another point is that we are not entirely willing to give up a question which may yield information - at all events, it can be retained in the present study, and perhaps, later be discarded.

A third point is that in addition to the students' own answers we shall also know something about their backgrounds as groups. Thus we shall keep check of what questionnaires are handed out where and to whom. This means that in some cases we do not have to worry about certain answers as their "group-descriptions" will override them: at question 5 we are not going to count students who mark at "out of job" as unemployed - only as students.

In the following we state the questions, the reasons why we ask them, and whether there were problems in the answers which called for some kind of change (F = female; M = male; Dk = Danish; US = American).

QUESTIONS 1 and 2 (Sex and Age)

The questions are relevant to the experience of literature. There were no problems in answering them, but the box in question 1 was, nevertheless, changed into a line, as some readers had used the dividing line as a comma at other questions. Thus 25FDk answered "0,5 hours" for television viewing, and 29FUS reported that she would read "9,6 hours" a week on an average. The line substitution was consistent throughout the questionnaire.

QUESTIONS 3 AND 4 (National Background)

Questions 3 and 4 were designed especially to make sure our readers had more or less the same national/cultural background (i.e. they were

primarily addressed towards the readership of Folktale where we must expect all sorts of odd backgrounds to crop up.

Both among Danes and Americans, a number of students checked 'Yes' (notably at 3a), and added respectively, "Danish" or "American" on the line. The other questions led to mistakes - fewer, though - with a few Americans (e.g. 8MUS).

It should be noted that these "erroneous" checkings in no way yielded erroneous information, no matter whether computerised or just kept in the questionnaire.

On the other hand, the Americans' obvious interest in informing us of their "old country" background - which in some cases went back several generations - made us pause: we decided to take this attitude into account and see if it really affected American responses, as some people apparently believe (the point was checked with social historians).

Accordingly we decided to retain the questions in Danish, and only to change the lay-out slightly.

As far as the US was concerned, we made two different umbrella questions, namely one on ethnic background, and the other one on the countries of the family originated from. The latter question may, of course, land us with a host of countries, but will probably draw only those the reader considers important; coding countries may present a problem - but it is unwise to make any decisions on the issue and how to go about it until we actually have some material to go by.

The questions on parental national backgrounds were retained in both questionnaires since it was probably more important than that of some more or less obscure ancestors.

QUESTION 5 (Religion)

concerning the students' creed is one which touches upon readers' norms, ethical, religious etc, and cannot be dispensed with.

On the other hand, the use of open questions here shows that we must probably operate with umbrella terms e.g. Muslim/Roman Catholic/ Lutheran/Other Christian (e.g. Baptist, Presbyterian, Christian (given by 7MUS, and 37FUS))/Buddhist etc.

The question about attendance at religious services was unproblematic.

QUESTIONS 6 - 8 (Own Occupation/Job; Education etc.)

on the students' occupation had a poor lay-out - which we had known beforehand. In the "out of work" category, almost one fourth of the American students had filled in this possibility in addition to "a." - and none among the Danes. A few Americans had also filled in "d.". In both countries a fair number of participants gave their part-time jobs in "e.", although the Americans were considerably more conscientious about doing so - or simply had more jobs - than the Danes.

As the answers would all be precoded according to which group was interviewed, the phrasing was essentially - in a Ram-context - much the same as asking if you ran errands.

Despite its clumsy phrasing, QUESTION 6 (about the total number of years in school) had been answered correctly by all, both in Danmark and the US.

At QUESTION 7, eight Danes and three Americans had answered incorrectly, mostly by writing "yes". Among the Americans there were also about five who protested that the question was "awkward" (27MUS) and the like.

QUESTION 8 did not apply - and was not answered either.

At this time we had decided to focus exclusively on American high schools. Accordingly these three questions could be boiled down to one: viz. what grade the student was in (for a further description of the questions we refer to a forthcoming report on the "Folktale"-project).

QUESTION 7 (On the Students Own Financial Background)

(Please take note: the questions are now renumbered to correspond with the questionnaire in the Appendix).

Question 7 would more often than not be blinded in favour of the parents' position in the main experiment, and is at all events highly subjective. So although it had presented no problems with the readers, we preferred to rephrase it so that the subjective part became more obvious: "compared to your friends in general".

QUESTION 8 (Country Where the Reader Grew Up)

had presented no problems but seemed awkward; 26MUS had added "Does "this country" mean USA?". The question was rephrased.

QUESTION 9 (Type of Place Where the Reader Lived)

led to some odd answers with some students, but these answers

can be checked by means of a detailed description of the background of various groups of readers.

The Danish group will, for instance, be characterised as being from major Copenhagen, but those few who answered that they lived in towns of 10-50,000 inhabitants must either consider "Tårnby"(a suburb) as a town in its own right - or come from a town that size. The same was the case with the US readers, e.g. 'I can't judge a city, accuracy is off" (31F; also 25F and 38F). The question will thus always contain a margin of approximation.

QUESTION 10 - 11 (on Parental Backgrounds)

The first section, "a.", was too clumsy and may have caused some readers in both countries to include university years as well (the record was 26 years). The question was simplified, and the question about post "gymnasium"/high-school was moved down under the question on supplementary education.

b. elicited more than one mark by some readers, as we know from previous runs. In our discussions we have taken note in particular of the combination: housewife + special educational background as potentially interesting.

In general, however, the answers were satisfactory.

(FORMER) QUESTION 13 (Family Interests and Hobbies)

The question was reconsidered and we nearly discarded it. However, it was noted that two Danes and two Americans had listed travels here. Others, e.g. "art shows" (2FUS), "flying airplanes" (37FUS) were listed by only one reader among all participants.

The question was deleted in our last revision in autumn '85.

PRESENT QUESTION 12 (Parental Economic position)

The question was rephrased a bit for clarity, as the word "background" had thrown 1MUS off balance, but it presented no problem with Danish readers, although we know there must be some children from divorced homes. One of the American readers pinpointed the other inherent weakness in the question: 'I don't know, what's the average?' (31F).

Still the question will serve as a pointer.

QUESTION 13 (Brothers and Sisters)

No readers in Denmark or the US had any problems in answering the question, except 38MDk, who mentioned he was a twin. 20F had a half-sister, but - with more than 300 readers - we must conclude that the problem of half-brothers and sisters seems to be one modern children cope with better than their elders realise (the 300 include all studies with this question)

The phrasing on the American side elicited five comments including slight irritation (5F, 14F, 27M, 32M, 38F); we decided to rephrase the question and to concentrate on the youngest and eldest child instead.

QUESTION 14 (Mother Tongue)

The question of mother tongue: English/Spanish/Other (in English); and Danish/Greenlandic/Other (in Danish) presented no problems, although a few unexpected mother tongues appeared, especially among the American readers.

FORMER QUESTION 16 b (Knowledge of Other Languages)

on the knowledge of other languages presented a problem only in so far as the lay-out of English was wrong on a minor point; and the students did not fill in at languages they did not know.

Nevertheless, we concluded the question was too complex for whatever information it might yield; so it was discarded (It had been included to check on whether knowledge of language connected with music/aesthetic attitudes and hence appreciation of literature).

QUESTION 15 (The Readers' Own Interests)

The questions about the readers own interests presented no problems at all. One question ("e") was rephrased for precision; and since travel once more made its appearance - in the US with two readers (1M and 16F who had already mentioned it as a family hobby), and in Danmark (1M, 25F (27F had mentioned it previously)), this hobby was added to the list. All others, e.g. "skiing" (7MUS), "Following the Grateful Dead" (15MUS), "Emergency medical care" (27MUS), "sailing" (26MDk), "the home guard" (33MDk) were mentioned by one only of the more than 100 readers.

QUESTIONS 16-20 (Time Spent Weekly on Various Activities)

The main point for us is to get the number of hours: the differences

are considerable, with the Americans showing more variation than the Danes:

- Television from 1 to 100 hours (here we decided to split up television and video vs. videogames).
- Sports participation: 0 to 40 hours.
- Watching sports (much less popular): 0 to 10 hours.
- Reading: 0 to 96 hours.

Even though television programmes are hard to classify, we decided not only to keep the question on what programmes the readers favour, but also to ask what types of video the readers prefer, and what types of sports they participate in. On the one hand, there will be problems of classification if we want to use the information; on the other, we do get some information which may, or may not, be relevant, and at all events we avoid offending readers who take an interest in their television viewing and sports and think they are worth mentioning.

The last question concerned reading, and to avoid a point of uncertainty pinpointed by 20FDk we made it explicit that we wanted to cover homework and school assignments as well.

FORMER QUESTION 22 (Books and Home)

concerned the number of books in the readers' home. The question is of doubtful value, and invalid in so far as the participants have access to a good public library system. It had also exasperated several readers both in Denmark and the US, so it was dropped.

PRESENT QUESTION 21 (Favourite Literature)

In terms of filling in, there were no problems. No readers came up with new suggestions, but 1FUS apparently knew "photo novels" - which, conversely, prompted 4FUS to query "What's that?". The question was dropped as the RAM studies will be conducted in countries where this particular, Mediterranean type of literature is not very popular.

QUESTIONS 22-24 (on Reading in Terms of Books per Year)

The questions proffered no problems, except the well-known problem that one or two readers skipped questions.

The questions were renumbered, typed out and printed in May '85.

The New Check on the "Traditional Part"

On 29 May '85, we were kindly permitted by Dr. Clarke, of the International School in Copenhagen, to check the last version of the questionnaire with the 11th grade; it comprised 9 girls and 9 boys.

From our point of view, the students' different nationalities was a great advantage, as they thus gave us some information we had not thought of.

On 23 June, the findings were discussed, and the questionnaire changed to the one given in the Appendix.

The changes were slight:

In the "old" question 15/the new question 13, we simply dropped the question about number of children in the family as it was unnecessary and was filled in erroneously by too many (3 readers + one correction).

In the old question 16/new question 14, we noted that we might get some readers who were truly bilingual.

In the old question 17/new question 15, we took note of the fact that "computers" made their appearance with one reader (3M), but decided that we would have to stop adding to the list at some stage, and this was it.

The new questions 16-20 had elicited answers like "2.5" . "5½" - "12-17" by too many readers (four altogether). As this exceeds anything we have met with elsewhere the boxes were re-introduced, but with the dividing line at the top.

THE QUESTIONNAIRE ON THE READERS' ATTITUDES

We have already stressed that the attitude questionnaire was constructed in order to classify the readers on the Ram fairly crudely in psychological terms, later to see if these classifications relate to patterns (reader responses) which are uncovered by the questionnaire on the experience of the short story, its protagonist, characters, plot etc.

In the context of the RAM-studies the primary aim is to explore the connections, if any, between the readers' attitudes, and their evaluation of Vagn, his personality and the motives for his actions.

To a large extent the Eysenck personality test served as a model for the attitude questionnaire (Eysenck, H.J. and S.B.G. Eysenck. Per-

sonality Structure and Measurement. London: Routledge and Kegan Paul 1969), and the majority of the questions ultimately derive from that test. Three questions (out of the original 96) were from the Danish version of MMPI (Minnesota Multiphasic Personality Inventory). In addition there were a number of questions which specifically probed the readers' attitudes to animals and cruelty to animals, as well as some questions about readers' views on children's (dis)obedience towards adults.

Although we have already referred to the limitations of the questionnaire before, it must in no way be confused with a complete personality test:

1. The questions posed cover only a few personality dimensions from the Eysenck test, specifically those which we assume are particularly interesting and pertinent to the experience of the short story, The Ram.

2. Apart from some questions from well-known tests, the present test contains items/questions on attitudes. The effect and influence of those last questions is only partially known in advance - and one of the main purposes of the first round in Denmark and the US was to explore the interplay between the different questions.

3. And, as mentioned, although the question covered only 96 questions in the first round, we expressly wanted to reduce this number. Genuine personality tests comprise several hundred items, and our questionnaire is therefore not meant for delicate measurements but for a potential classification of the readers according to some select personality dimensions and some attitudes. (As a starting point, we intend - by means of a median split method - to dichotomise all the readers within the dimensions which turn out to be assesseable with an acceptable reliability and discrimination power).

The main purpose of the pilot study was to give us some experimental and empirical evidence for a first evaluation of the 96 items, so that items which served poorly in terms of test-statistics could be discarded or rephrased. (It will be recalled that we asked students to comment on clumsy phrasing etc.; see p. 32 above). In addition, the material was to establish what attitudes the questionnaire could register with a fair degree of reliability. This includes setting up "scales" for gauging the dimensions in question.

The first version of the questionnaire was set up both in Danish and in an American translation by David Miller (see p. 32 above). All told, 107 readers, aged 17-19, participated in the first checks of the questionnaire as follows:

Denmark: 62 "gymnasiaster" (36 females, 26 males).

The USA: 45 senior high school students (25 females, 20 males).

In the course of the statistical analyses, i.e. correlation analysis, discriminance analysis (Kendall corr., point-biserial corr.) (but not item-response model) (Birnbaum, Rasch), the material was divided into the following groups:

1) All 107 answers.
2) females (61) vs. males (46).
3) American vs. Danish participants.
4) Danish females vs. Danish males.
5) American females vs. American males.
6) Danish females vs. American females
7) Danish males vs. American males.

The statistical analysis of the 96 items in version 1 showed that 4 were completely useless and 13 functioned poorly; these 17 items have therefore been discarded.

An evaluation of the quality of the items, based partly on the statistical evidence, on the rejection of the above 17 questions (which connected with other items), and on a test-psychological assessment meant that another 20 questions were dropped from the questionnaire. This means the 59 of the original items remain. However, 4 of them were rephrased because of readers' comments (e.g. question 30 concerning bullfights) - but in these cases we are dealing with only minor questions of phrasing whose influence on the statistical characteristics of the items is presumably modest.

The analyses also revealed that the questions posed did not shed sufficient light on the readers' attitude to children's (dis)obedience and the relationship between adults and children. 5 questions were added to supplement information on these points. This brought the total of questions in the new questionnaire to 64.

It is the new part of the questionnaire which is shown in the Appendix.

The rejection of some items and the reduction in the number of questions involved a re-arrangement of the items. There is a risk that some items will therefore change their character in terms of gauging instruments (as the readers' interpretation and evaluation of a question to some degree depends on the context). Accordingly, version 2 cannot be used for classification of the readers from the results obtained from version 1. This means that we must conduct a new statistical control of the attitude questionnaire and evaluate all items and their characteristics in connection with RAM 2 (and 3). In particular it is necessary to make up new scales within the attitudes we register.

The testing-out of version 1 showed significant differences between Danes and Americans within only one dimension, viz. respect for authority, where the Americans were more respectful than Danes. But apart from this all dimensions registered showed an enormous difference in the raw score distribution between females and males (although there are individual items where there are no gender differences). This corresponds to the results from other studies. It implies that the scales to be established within statistically valid dimensions must be made up differently for males and females. There is, furthermore, a possibility - which we must test out in RAM 2 - that, within certain dimensions, the present attitude test is useful for classifying only one sex.

Given the limitations expressed above, the testing of version 1 indicates that the following personality and attitude dimensions can be tested and registered (and then we must check on their empirical relation to the experience of The Ram later on):

I.1. Impulsiveness
I.2. Risk-taking
I.3. Inhibition

II.1. Aggressiveness
II.2. Assertiveness
II.3. Dogmatism/Conformity

III.1. Feeling of inferiority
III.2. Emotional lability
III.3. Autonomy
III.4. Feeling of guilt/Self reproach

IV. Authoritirianism
V. Attitude to cruelty to animals
VI. The question of grown-ups' authority over children.

In Eysenck's model for the personality structure the dimensions in group I are part of the main dimension of "Extraversion-Introversion", group II is part of the main dimension of "Toughmindedness - Tenderness", and group III is under the main dimension of "Emotional Instability - Adjustment" (cp. Eysenck, H.J. and G. Wilson. Know Your Own Personality. Penguin 1976).

BRIDGING THE GAP, CONCLUDING REMARKS

In the latter half of the present working paper on the RAM-studies, we have described - in considerable detail - how we have gone about piecing together the studies we term RAM 2 and most of RAMs 3 and 4. In some places, we have skipped points, but the course has been charted, the decisions noted, and by checks in our files, we hope to be able to answer any question which our readers may pose.

It should be noted that we have been forced to set up the experiment piecemeal, not least because of its overall complexity. And although the effort has been directed and coordinated towards one common goal, viz, the experimental set-up, the first complete draft of the entire set-up was not typed out until July 1985.

This draft was tested in its Danish version on 11 September 1985 at Tårnby Gymnasium (teacher Ms Merete Winkel), where 2.g. participated and CT was in charge. With 9 boys and 2 girls, the class was small. All participants read the short story (version A) and filled in the questionnaire in between 50 to 59 minutes. The check on the set-up revealed no problems.

The American version - with text A in its "preliminary form" (see p. 22) - was tested out at the International School with 22 pupils on 11 October, 1985. In this case, there were two problems, both of which are presumably avoided in a large-scale study where the students are informed in advance that they will be told about the study later on. The first was that some students did not like to answer the questions on e.g. parental background, as they might easily be identified in the fairly small class (the interviewer, Birte Kristensen noted the problem

and permitted the students not to answer the questions they disliked as this was immaterial to the actual testing of the set-up). The other problem was that BK did not know much about the study; therefore she did not promise to tell anything, and accordingly, student motivation was apparently not equally high. Among the thirteen students who finished in 50 minutes or less, four readers answered the questionnaire imperfectly (skipping either some arbitrary questions, the interleaves, the "traditional", or the "attitude" part of the questionnaire). Only one student registered distinct dislike: "I got bored" (4). Twenty-one readers had finished after 67 minutes, when the study was stopped, and the last one was short of 10 questions in the "attitude" questionnaire only.

The study can thus be conducted in its entirety in 70 minutes. Given the fact that we may have hit classes above the average, 80 minutes must be considered sufficient.

The texts in American, versions A, B, C, and D were made in October 1985 by David S. Miller. The questionnaire was typed out in December 1985 and the coding for computer processing checked by Carsten Rosenberg Hansen.

The Danish texts A, B, and C were typed out by Annette Rasmussen in autumn 1984, and text D by Birgitte Sneum in November 1985. The final Danish questionnaires were typed out in December 1985.

The construction of the experimental set-up for RAM 2 was finished - and that of RAMs 3 and 4 almost so.

References

In the above description, which is, after all, a working paper, we have not given references, mostly because most of them would be to hard-to-come-by Danish publications.

1. FOLKTALE: Using three folk narratives from different cultures in Danish and English versions, the point is to determine cross-cultural aspects in the literary experience. The readers in the study will come from different groups and different cultures.

2. The PIF programme is a series of studies, headed by Claus Færch of the Department of English, Copenhagen which probe a number of questions in foreign language pedagogics.

3. RAM 1 is described briefly in English in Journal of Reading 23 (1979), 112-120; and in more detail in Dollerup, Cay and Rosenberg Hansen, Carsten, "Ram 1: an Experimental and Methodological Study in Readers' Experience of a Fictional Character during Reading, with Some Remarks on the Ontological Status of the Work of Literature". In. Blake, Nancy. Ed. Literature and Psychology (in press).

4. SPROGTEST is a programme of Danish Freshman Students' comprehension of written English. It is based on an anonymous multiple-choice test.

We refer briefly to other studies. A brochure detailing the Danish studies in reader response can be sent on request.

December 1985

APPENDIX

TO

WORKING PAPER

THE RAM STUDIES 1,2,3, AND 4: A DESCRIPTION OF THE THINKING,SET-UP, AND PLANNING OF THE STUDIES

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WP Ram

1 Regnr.	2 land	3 Fpnr.	4 Dato	5 Md.	6 År	7 Kl.

Translation (loose)

8 int	9 tilst	10 instr	11 text

SPØRGESKEMA I.

We would like you to answer the following questions
Du skal besvare følgende spørgsmål om dig selv:

What is your age
1) Din alder: [ ][ ] years år. (12)

Your sex male
2) Dit køn: mand 1 [ ]
female
kvinde 2 [ ] (13)

Your job/position (one check only)
3) Din stilling (sæt eet kryds):

Student 6th-8th grade
Skoleelev i realklasserne 1 [ ] klasse: level/grade (14)

9-11th grade
gymnasiast 2 [ ] klasse: level/grade
linie: branch/specialty

undergraduate
studerende 3 [ ] studiefag: line of study

Where did you grow up (Check only one please)
4) Er du vokset op i: (Sæt eet kryds):

Greater Copenhagen
Storkøbenhavn 1 [ ] (15)
in a provincial town
i en provinsby 2 [ ]
in a village
i en landsby 3 [ ]
some other urban settlement
anden bymæssig bebyggelse 4 [ ]
in the country
på landet 5 [ ]

If you are a copenhagener or from a provincial town
4a) Hvis du er københavner eller fra en provinsby:
Did you stay/live in the country?
Har du boet på landet?
(evt. i en ferie) (e.g. during your ja 1 [ ] (16)
summer holiday)
No nej 2 [ ]

Did you ever have any contact with animals

5) Har du eller har du haft kontakt med dyr?

Yes ja 1 ☐
No nej 2 ☐ (17)

If yes: was this at home

5a) Hvis ja, var det udenfor hjemmet?

No ja 1 ☐
Yes nej 2 ☐ (18)

How many non-fiction books (...) did you read within the last year.

6) Hvor mange ikke-skønlitterære bøger (faglitteratur, populærvidenskab, biografier, rejsebeskrivelser osv.) har du læst i det sidste års tid?

0: 1 ☐
1 - 2: 2 ☐
3 - 9: 3 ☐
over 9: 4 ☐ (19)

How many books of fiction did you read within the last year

7) Hvor mange skønlitterære bøger har du læst i det sidste års tid? Please include so-called "pop literature"

NB. Her medregnes såkaldt underlødig litteratur, porno, kriminalromaner etc.

0: 1 ☐
1 - 2: 2 ☐
3 - 9: 3 ☐
over 9: 4 ☐ (20)

Please read the short story.

DU KAN NU LÆSE NOVELLEN. If you find that you have
Hvis du opdager, du har læst novellen før, skal du bare læse videre!
read the short story before, you should nevertheless go on reading it.

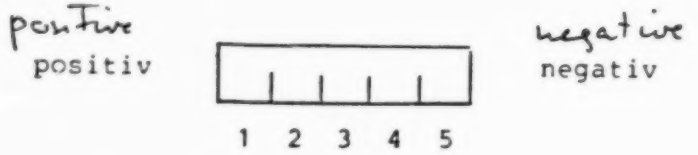
Interleaves

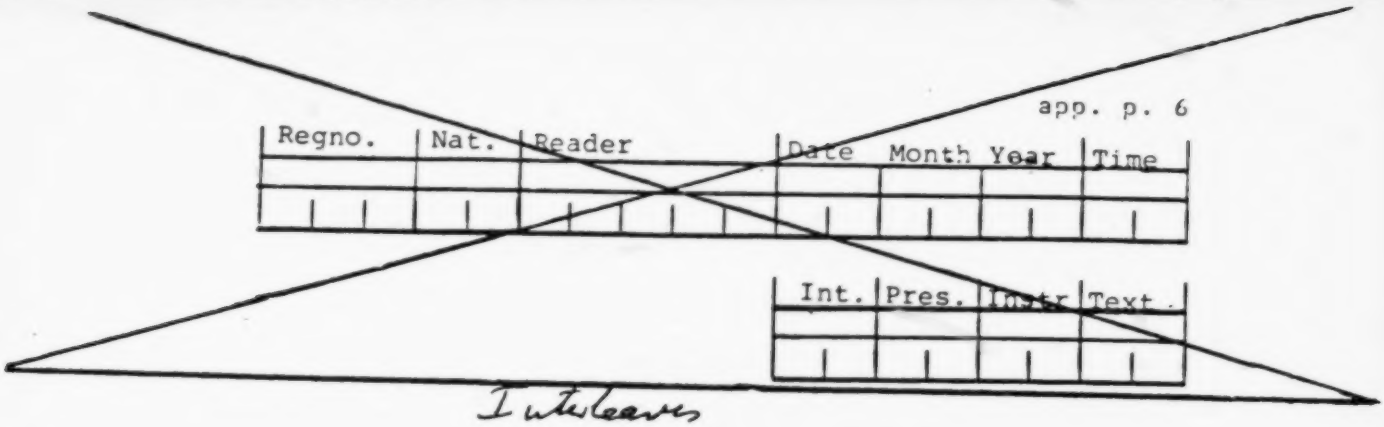
VERSION 1970

(identical after each page)

My attitude toward Vagn is
MIN HOLDNING OVER FOR VAGN ER:

please check
(sæt kryds)





Interleaves
1985 version

This interleaved question is used only after p. 1.

MY ATTITUDE TO VAGN IS

(please check)

very positive	☐	1
positive	☐	2
neutral	☐	3
negative	☐	4
very negative	☐	5

Interleaves
1985 version
identical after p 2 (including p. 11).

COMPARED TO THE LAST TIME I WAS ASKED,

MY ATTITUDE TO VAGN IS

(please check only one box)

more positive	☐	1
more or less unchanged	☐	2
more negative	☐	3

Comments on the information coded (the information is not complete).

On top of page 3 and 6 are the columns for precoded information.

The one shown on p. 3 bears witness to the fact that we had to use punch-cards in 1970/71.

The information coded is the following:
Regno: an open column in case we find it useful
Nation: country in which this particular reading takes place.
Reader: readers are numbered consecutively. We have always checked exactly in which classes individual readings took place.
Date, month, year, time. As far as the latter there was some speculation that it might be relevant (tiredness e.g.).
Int. : Code for the person in charge of the collection in a specific session.
Pres.: Some teachers may wish to be present.
Instr.: for ensuring that changes in instruction are noted.
Text: Contains information about which text is used (A, B,C,or D), as well as the interleaves.

The numbers in Q 1 are skipped in all versions without it (in RAM 3 and RAM 4) so that the numbers are identical.

There is a deviation, however, in Questionnaire III nos. 104-107, where the US version has more questions than the Danish version. This must be corrected in the prgramming but applies only to the "traditional" part of Q III (as there are 10 figures (or more) which are left open at the end of the "traditional" part).

INSTRUCTION TO
THE PERSON IN CHARGE
OF THE COLLECTION IN ONE CLASS

1 Check that you have sufficiently many sets with you and that they are properly coded.

2. Enter class

3. Introduce yourself (the teacher may well introduce you, but as informally as possible).

4. Tell the students that we would like them to read a story and answer a questionnaire.

5. Tell them that the answers are anonymous, and that we do not know them.

6. We should be grateful if they took care in answering the questions as honestly as possible, as this is important for this international study. Ringht now, at the beginning we cannot tell them about the purpose and scale of the study, because some psychologists and scholars would believe this affected their answers in class. But later on, at some speicific time (which may the end of the session/end of school/next week or whatever arrangement has been made), they will be told about the study, and then they may also ask questions if your explanation is not sufficiencly good.
The reason why we should not say much at the beginning is that it might affect their answers.

7. Hand out the questionnaires, and see to it that they are distributed A,B,C,D in succession so that the texts are read in (almost) the same number in each class.

8. Questions should be answered in a normal voice and in general it is important to stress that it is not a test.

9. Keep a record of date, time, class, number of questions, what they were, and how they were answered.

10. When the collecting is over, the sets should be discreetly collected so that it is possible to see if there has been any cribbing by leafing through the questionnaires.

Kindly read the following short story
and then fill out the questionnaire immediately
after it.

(Version A - original short story) page 1

Excisions in B = ÷ auctorial comments [ ]
— in C = ÷ evaluative comments, empirical ( )
— in D = ÷ evaluative phrases, critical < >

THE RAM

punctuation is corrected

by Cecil Bødker

There weren't even any birds singing. Vagn stepped up on the lowest strand of barbed wire; there wasn't anything other than flies and some bees. You'd think that everything was asleep out here, just like inside.

Vagn looked down. He wasn't allowed to stand on the barbed wire, he wasn't ever allowed to do anything; if only he was going home soon. He ÷D glared〈sullenly〉at the rusty barbed wire. As if it would get ruined? Or his pants? Or his shoes? Sure enough they were his own clothes, but they were always yelling at him.

÷D 〈They were stupid. Incredibly stupid.〉

They always thought that he was ruining something, including the tractor and everything. Just because he tried to start it. But that's how things always were. At any rate, it wasn't his fault that it wouldn't run any more, it was because it didn't work, but of course they couldn't realize that. They thought it was him. They always thought it was him.

÷D 〈They had gotten really mad.〉

÷D ÷C 〈[Vagn's eyes lit up with malicious glee,]all the stuff they said -

÷D and they way they looked - they had been〈really〉furious.

Now they couldn't do the harvest, they said. And when the weather was just right - and the harvester which they had borrowed and had to return soon because the people who owned it had to use it again. God, how they yelled at him: They were going to send him home, but they said that all the time.

÷D They could just borrow another tractor. Or get it fixed.〈It was just a pile of junk.〉He'd much rather be back on his block at home anyway.

÷D And the woman had cried and everything.〈God, she was stupid.〉And the

÷D man〈 they were both so stupid〉- and the farm and everything. Being in the country wasn't any fun at all. He wasn't allowed to do anything.

He should behave, they said.

Behave, boy.

÷D ÷ C 〈[Vagn was getting angry about]〉all the things he wasn't allowed to do. If he went just a little into the wheat fields, they would rush up and start shouting. As if they didn't have lots of wheat. He was ruining it,

÷ D they said.〈Damn,〉they were so stingy when it felt so nice to walk around in.

And don't let the pigs out. And don't play with the tractor. And all that ruckus because one day he gave that big, dirty pig in there a

÷D cigarette - with the vet and everything.〈It was really crazy.〉It was like that time he went out to the pond, the woman was completely hysterical when they fetched him.

You're our responsibility, she said.

÷D Responsibility.〈Ha!〉As if there was any harm in it. As if he'd drown because he borrowed the fishing rod for a while? And in that little bit of water which he could jump across. Almost.

Vagn attempted a little jump as if he were mentally bounding across

÷ D the〈forbidden〉water hole. No problem. The barbed wire screeched by its

÷ D staples;〈frightened,〉he stood still, listening with his mouth half open - he didn't want them to hear where he was. He was supposed to go in and wash up - someone was coming for coffee - but he didn't feel like it right now. It could wait a while.

There wasn't a sound to be heard, so they were probably still sleeping, and he carefully moved his feet along the wire; he had to sleep too, they said, it was good for him.

÷D <Nonsense.> It was just because they didn't want him to get into any
÷D trouble <while they were snoring away.> Sleep? In the middle of the day?
÷D ÷D Not him at any rate, <they must be out of their minds.> It was <bad> enough
÷D that he had to sit in a chair in the garden, <bored> all afternoon as they drank coffee. But that was often the case.

And once there was a woman who stroked his hair and called him
÷D little darling. <Damn,> those curls. They could never keep their hands away from his hair. He wasn't any girl. Or a baby - can I have a lock to take home, dear? If only they'd give him a buck.

Vagn remembered that there wasn't any place to buy ice cream and sighed. If only they'd send him home soon. He spat at the sheep which were on the other side of the fence.

He wasn't allowed in there either, the ram was dangerous. They said.
÷D <But they said so much.> The ram was the one with horns, it was also the dirtiest, he stared for a moment at the shaggy animal which paid no attention to him. That they could call those horns, they were all curled up, lying close to the head. Was that animal really supposed to be dangerous? Things like that couldn't stab anything, but maybe they had become broken once.

÷D ÷C <Stupid old goat, thought Vagn, [who spat again.]>

What if he went and took that fishing rod anyway? While they were sleeping. He could just put it back again without them seeing it, it was hanging in the barn and they couldn't see him from the windows if he went
÷D behind where the pigs were kept. He <instinctively> looked over his shoulder, they couldn't see him here either because of the other farm buildings, it was a good spot.

And what could happen, anyway?

He listened over the roof for a moment, and now there seemed to be someone in the yard, he thought he heard a car.〈Damn it.〉

And he hadn't washed up. He didn't even have his shirt on. Then she'd get mad again,〈the bitch,〉and she would look as if she wanted to strangle him on the spot.

As if she had any say over him. She wasn't his mother. Vagn stepped up on the barbed wire again and spat. He'd better wait until they went inside.

He had gotten good at spitting lately, hitting his target that is, he shot a gob at one of the sheep, but that was no fun, either. It was too far away.〈Sheep were stupid, too.〉

But if he could hit the ram? That would be dangerous, too, wouldn't it? At any rate, they hadn't said that he shouldn't do it. It was too far away, though.

He called to it.

Hey, you!

But there was no reaction at all. It didn't even look his way.

Are you deaf,〈you jerk?〉

He whistled softly and waived his arms to get its attention, but he didn't dare shout out loud in case they heard him from the yard. After he had spit on the ram, he'd go in. To be bawled out. But then she did bake some great cakes, the woman - when they had visitors, that is.

He looked at the ram,〈what an oaf,〉and〈he resolutely〉jumped down and picked up a rock. There was some rubble in the grass between the fence and the shed, gray broken pieces of cement and red bricks, and he found one that was just right.

But it was much too little to penetrate the ram's thick fleece; the animal just shook its head and kept on grazing as if nothing had happened. ÷D ÷C ⟨[Vagn was irritated. He'd show it.]⟩

A larger piece and a harder throw.

÷D ÷D ÷C - and then he missed. ⟨[He cursed softly and intensely.⟩ What ⟨a hell of⟩ a lot of wool on the beast.] He kept on throwing, the ram's indifference was provoking enough in itself. Just bend down, find a rock and throw.

÷D ÷D ÷C Hurl it into the fleece of this ⟨[incredibly stupid]⟩ animal ⟨acting like a big shot⟩ in the pen. Bend down - and there was the ram was standing there just a couple of yards away, scowling.

The surprise made him balk in the middle of the throw, arrested by a violent start when it was standing there all of a sudden. So close to him. He had never imagined that it would come like that, he had never even imagined that it would come at all, and he had taken shots at it as if it were a fence or a road sign or some other lifeless thing you just ÷D hit. ⟨Dumbfounded,⟩ he stared at it for several seconds until it scraped the ground with its foreleg, growling.

÷D ÷C ⟨[Vagn burst out laughing.]⟩

Just look at it, standing there, threatening with its fierce head right down by the grass. Couldn't it see that there was barbed wire ÷D between them? ⟨God, how stupid it was - and the nerve!⟩

÷D There's more where that came from ⟨if you've got the nerve,⟩ he said. There's plenty more. It was very easy to hit so close up. He could hit its head and its legs where there wasn't so much fleece.

÷B Serves you right, he said, (forgetting that he had only meant to spit at it)

He lost his breath for a moment the first time it banged its head ÷D into the post he was standing by, a sudden jolt ⟨of fear⟩ in his body ÷D [⟨then ÷C he laughed again - fascinated.]⟩

÷D <That was really - what a feeling in his stomach. And in the ground.> It was just like a movie. Bullfighting. Vagn immediately envisioned a lot of people watching it.

He had to make it do it again.

He tried raising one arm, the one with the rock, and the ram was there at once. Right into the barbed wire. Vagn jumped back.

÷D That was a big one, he panted <with excitement> and quickly took up position behind another post. The ram's eyes had turned red and the barbed wire had torn a gash at the base of one of its horns. Vagn looked

÷D ÷C at it <in amazement> and then moved again [<what an idiot it was not to

÷D stop, it must hurt.]> He picked up a broken brick, feeling the weight in his hand.

Look at this one, he said, you're going to get it right in your mug

÷D ÷C <[because you're so ugly.]>

The ram nodded its head up and down, as if consenting <[and Vagn

÷D ÷C jeered at it, full of contempt.] Fool!> Do you think you understand what I'm saying. Or maybe you think I don't dare. He hit it right on the bridge of the nose.

For a moment it looked as if the ram hesitated, stunned by the blow, but only for a moment, then it charged and smashed its forehead into the post so that it creaked. Shortly after, blood began running from its nostrils.

÷D ÷C Vagn watched the animal [with great interest.]> what a lot of blood, the grass was turning all red in front of it, he'd never seen so much

÷B blood all at one time. (Both visitors and coffee were long forgotten, and,)

÷D ÷C <[engrossed,]> he stared at the ram which was standing, head down, waiting.

Waiting? For what?

He didn't know. But there was no doubt that it was waiting, it wasn't finished yet, that was why it was standing like that.

No, it was waiting for a chance. Perhaps it had some idea that it ÷ B might get even with him. (The thought seemed farfetched to Vagn,) getting even; after all, there was the barbed wire - and the posts; he rocked the one he was standing by, it was almost as thick as a tree-trunk.

÷ D <To think that it was so stupid.>

÷ B (It never occurred to him that in its rage the animal might knock down the fence, that perhaps the posts were not quite so strong as they looked. He was only used to cement, not wooden posts rotting away below ground where you could not see them. Concrete apartment buildings and steel playground structures, that's what they were.)

The ram came closer, and Vagn walked up close to the fence, it ÷ D couldn't do him any harm. <Nothing could do him any harm, it was something ÷ C he knew deep inside. [He was invulnerable.]>

Maybe you think I'm afraid, he said to the ram.

÷ D ÷ B <(At home on his block, they said he was a dare-devil. He shrugged, so many things were no fun at all, so many things were just for sissies.

But right now the ram was definitely fun.)>

It was so close that he could reach it if he had a stick.

He could reach it with the fishing rod.

÷ D ÷ C <[The thought was overwhelming and numbing,]>the fishing rod, of ÷ D ÷ C course <[Fool.]> He moved swiftly along the wall with long, easy strides, ÷ D ÷ D now, <by God,> he'd get that <stinking> goat going. If only it would stay put until he returned.

÷ D The ram was there; Vagn flicked the <forbidden> rod <in elation. Come ÷ D on now, you lazy beast.>

He stuck the tip in between the barbed wire and held the rod as if it were a lance. You had to use a lance when you were a bullfighter, he knew. He had once seen a movie about it. And one about knights, it was ÷D fantastic.<The horses were lying with their legs up in the air before they died. It was great.>

÷D He took a jab at the ram.<Wake up, pal>

And the animal crashed into the rod and the fence so that he nearly ÷D fell over backwards.<He gave a start of delight,>this was really something - if only they could see him now - back home on his block.

The ram had broken the entire topmost piece off the fishing rod. When the man found out he'd be mad. Vagn couldn't care less, after all, he wasn't the one who had broken it. He wasn't to blame for what that ÷D <crazy>ram did, was he? Or what any of the other animals did? Certainly ÷C not.[And besides, the rod was better now, for jabbing, that is. He tested the broken tip with his finger, it was pointed and sharp. So now it was up to the ram to decide if it felt like going on,<he laughed maliciously ÷D at the thought.> If only he had something to brace the rod with, something ÷D solid, a wall or something,<then that stinking goat would soon be lying with its legs in the air, like the horses.]>

÷D ÷D ÷C ÷C <[He noticed that]he had become better at hitting<[so that]it [hurt.]>

÷D <Vagn looked at the ram[with small, appraising eyes - it was so easy to ÷C take care of a dope like that.]>And that was the one they said was so ÷D dangerous;<nonsense.> It wasn't true that it could kill a full-grown man. It was just something they said, and you could just run away from it, if ÷C you had to.[He teased it with the rod to make it charge faster,<but it ÷D was crazy to go on banging away at the posts.]>

÷B (In between the charges, the ram made noises which would have made anyone else's hair stand on end but Vagn's.)

Quit acting up, he thought.

It seemed as if it intended to knock down the fence and house and ÷D everything,<the way it was showing off.>

÷D <You don't have to get all steamed up, he said out loud.>

It wasn't until one of the poles bent outward with a sharp crack that he felt a slight doubt. He was very surprised.

It fell over. The fence fell over.

It took him a few seconds to realize it. He would never have believed it. Even now he could hardly believe it. Yet the ram was struggling away in the barbed wire, in a short while it would be out. In his daze, Vagn suddenly understood.

Out - !

He dashed off.

The door to the cow shed, where they took the manure out to the dung-heap, was just around the corner. He slammed it shut after him and ÷D put on the catch.<No problem at all> He looked out the small window in the wall beside the door, he had to stick his hair all the way into the ÷D cobwebs to look down; there was the ram,<gaping at the closed door. Phew,> what a sight, with blood all over its coat. And coming out of its nose. ÷D <But it was its own fault> Vagn collected himself, then he remembered the visitors; he had forgotten all about them. He had to get back to his room and put on some nice clothes.

But he had to look out the window just once more before he left; the ÷C ram was still there [and Vagn tapped on the windowpane with his finger and thumbed his nose at it.] It could do what it pleased, he was going to have some coffee. In the meantime, it could go back where it came from if it ÷D wanted to,<he didn't care.>

And if it ran away, it was up to the man himself to figure out how ÷D ÷C to catch it again - it was his ram<after all [- but if he claimed that it was he, Vagn, who had let it out, then that was a down and out lie. Any jerk could see that with his eyes shut] >

He went across the stable, out into the yard and through the front door. Shortly after, he went behind the house in his nice clothes, as if he was coming from the vegetable garden.

They had already finished their coffee.

Oh? So you're here at last?

It was the woman. She didn't wait for an answer, she almost never did. She just babbled on.

Have you been eating our peas again? Why don't you come when we call you?

And, after a short pause:

Where's Ole?

Ole? - Vagn looked at her, not understanding.

Yes. They brought their son along because you were here. We told him to go look for you.

÷D Ole's mother glanced at Vagn skeptically,<and he gazed back innocently.>

I don't know.

And then to the woman: May I take some coffee?

÷B ÷C ÷D [(Was there something going on in his mind? A thought? Vagn shut it out,<it was none of his business. He wasn't anybody's baby-sitter, was he?)]>

He filled the cup up so much that it spilled over. Ole's mother ÷C continued to glare[intensely] at him.

Can't you find Ole first? she said.

Sure, said Vagn and picked up a piece of cake.<Stupid bitch, he ÷D thought.>

Ole's mother cleared her throat impatiently. Vagn chewed each mouthful thoroughly.

Couldn't you just go and find Ole?

Yes, said Vagn, remaining seated. At least he'd have his coffee first. After all, everybody else had had theirs. And if she was that ÷D ÷C interested she could go find her Ole herself. He [glowered at the table-cloth and] stuffed some more cake in his mouth. <It was always him who had ÷D to run and fetch everything.>

Ole's mother continued to look at him, urgently and anxiously.

÷D Why was she standing there <gaping at him,> she could see that he was eating, couldn't she? And the woman, she was about to put on her act too, ÷D he could tell what she was going to say. <They could have left their snotty brat at home. He hadn't asked them to take him along, anyway.>

Then they heard the scream, a loud, wild scream somewhere or other. ÷D Vagn felt his skin creep. <But anyway, it wasn't his fault.>

More screams, many screams almost becoming one, and somebody running down the drive.

The mother's: No. Oh no. And the men rushing up to the gate. There was total silence in the garden, nobody looked at Vagn any longer. It's the ram, somebody cried.

The ram. The ram. There were voices repeating it.

÷D ÷C <[Vagn's mouth was wry with contempt. Of course it was the ram, what else?]

There were shouts and trampling coming from the drive. Vagn went slowly up to the gate where the women were standing together. Further down, where he couldn't see, the men were struggling with the mad animal.

They were bringing it.

They were bringing the boy.

÷D ÷C <[Curious,] Vagn craned his neck; the father was carrying him. Was he dead?

÷C [Why did he go behind the sheds, anyway. He didn't have to do that.]

WE ARE NOW GOING TO ASK YOU SOME QUESTIONS ABOUT YOUR OWN ,PERSONAL VIEWS ON THE STORY

1. Have you read this short story before?

yes	1	☐
no	2	☐
don't know	3	☐

1a. If yes: Was it in school?

yes	1	☐
no	2	☐
don't know	3	☐

2. Did you like the story? (Check one box):

Very much	1	☐
Somewhat	2	☐
don't know	3	☐
Not really	4	☐
Not at all	5	☐

3. Vagn's age is probably (check one box):

0-5 years old	1	☐
5-6 years old	2	☐
7-8 years old	3	☐
9-10 years old	4	☐
11-12 years old	5	☐
13-14 years old	6	☐
15-16 years old	7	☐
17-18 years old	8	☐
over 18 years old	9	☐

4. Who are the adults in the story? (check one box):

Vagn's parents	1	☐	
Vagn's host parents	2	☐	
Vagn's employers	3	☐	
Others	4	☐	Specify:

_____

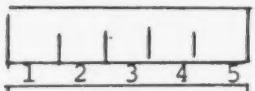
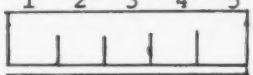
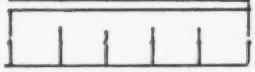
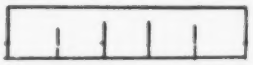
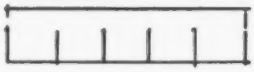
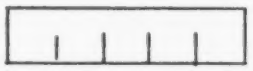
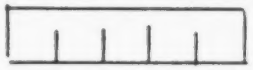
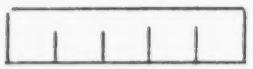
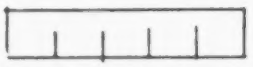
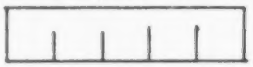
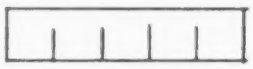
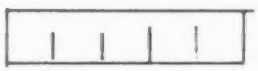
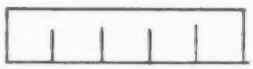
5. Where do you think Vagn comes from? (check one box):

A farm	1	☐	
A village	2	☐	
A small town	3	☐	
A suburb of a large city	4	☐	
The inner city	5	☐	
Another place	6	☐	Specify:

_____

WHAT DO YOU THINK OF VAGN ?

(please answer each question by checking in <u>one</u> box only)

6. very likeable		very unlikeable
7. very sensitive		very insensitive
8. very obliging		very defiant
9. very dissatisfied		very satisfied
1o. very intelligent		very unintelligent
11. very self-confident		very unsure of himself
12. very aggressive		very amiable
13. very arrogant		very modest
14. very mean		very kind
15. very funny		not funny at all
16. very abnormal		very normal
17. Vagn has a very bad conscience		a clean conscience
18. Vagn's conduct is excusable		inexcusable
19. understandable		incomprehensible

PLEASE REMEMBER TO ANSWER ALL QUESTIONS

WHAT DO YOU THINK OF THE ADULTS ?		Yes	No	Don't know
20.	kind			
21.	well-meaning			
22.	understanding			
23.	reasonable			
24.	ordinary			
25.	old-fashioned			
26.	uncomprehending			
27.	unreasonable			
28.	strict			

VAGN ACTS TOWARDS THE RAM THE WAY HE DOES BECAUSE:

	Yes	No	Don't know
29. he wants to play with it			
30. he is bored			
31. he comes from a specific social background			
32. he does not like the adults			
33. he thinks it is fun being out in the country			
34. the ram is stupid			
35. he hates everything on the farm			
36. he is a good person			
37. he is an awkward situation			

37 a. Please write any other suggestion you may have:

THE STORY IS ABOUT	Yes	No	Don't know
38. a person on the level of an animal			
39. a boy and a ram			
40. the relationship between innocence and guilt			
41 a specific universal human condition			
42. the liberated, independent individual			
43. a clash of environments			
44. a boy who will always remain tough			
45. a person's relationship to his surroundings			

46. Please write any other suggestion you may have: _____

_____

_____

WHAT DO YOU THINK OF THE FOLLOWING STATEMENTS ?	I agree	I disagree	No opinion/ I don't know
47. The adults don't look after Vagn.....	☐	☐	☐
48. They worry too much about him	☐	☐	☐
49. They do not show him enough affection	☐	☐	☐
50. They are to blame for Vagn's behaviour	☐	☐	☐
51. They are always on his back	☐	☐	☐
52. They are justified in scolding him ..	☐	☐	☐

THE STORY ILLUSTRATES	I agree	I disagree	No opinion/ I don't know
53. a confrontation between generations	☐	☐	☐
54. the confrontation between city and country life	☐	☐	☐
55. human nature: we become so inhuman that even death cannot frighten us	☐	☐	☐
56. adults' lack of understanding of children	☐	☐	☐
56. how cruel boys can be	☐	☐	☐
57. how the upper class(Vagn) suppresses the lower class (the ram)	☐	☐	☐
58. the menacing forces (the ram) released during the process of growing up	☐	☐	☐
59. that our subconscious sometimes gets the better of us	☐	☐	☐

VAGN ACTS THE WAY HE DOES BECAUSE	I agree	I disagree	No opinion/I don't know
60. he wants to be superior to someone	☐	☐	☐
61. he is a psychopath	☐	☐	☐
62. he is revolting against the adults	☐	☐	☐
63. he is acting out his aggressions	☐	☐	☐
64. he was brought up without love	☐	☐	☐

WHAT DO YOU THINK OF THE FOLLOWING STATEMENTS ?	I agree	I disagree	No opinion/I don't know
65. The author is trying to warn us that without contact with nature we will become insensitive like Vagn	☐	☐	☐
66. The author encourages parents to be loving towards their children	☐	☐	☐

67. Please write any suggestion you may have here _____

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOURSELF.

1 Write your age: _____ years

2 What is your sex (check box): male ☐1 female ☐2

3 a. What is your ethnic background? (check box)

American Indian ☐
Black or Afro-American ☐
Caucasian (other than Hispanic) ☐
Hispanic ☐
Oriental or Asian ☐
Other ☐ Please specify:

_____

b. What country/countries or continent(s) did your family originally come from?

_____

c. Are you an American citizen?

Yes ☐1
If no ☐2 write your nationality: _____

d. Have you previously been the citizen of another country?

If yes ☐1 write which country: _____
No ☐2

4 a. Was your father born an American citizen?

Yes ☐1
If no ☐2 write his nationality: _____
Don't know ☐3

b. Was your mother born an American citizen?

Yes ☐1
If no ☐2 write her nationality: _____
Don't know ☐3

5 a. What is your religion or creed? _____

None ☐

b. How often do you attend religious services?

Daily	☐ 1
A couple of times a week	☐ 2
Approximately once a week	☐ 3
A couple of times a month	☐ 4
Approximately once a month ...	☐ 5
A couple of times a year	☐ 6
Rarely	☐ 7
Never	☐ 8

6 What grade are you in now?

10th ☐
11th ☐
12th ☐
Other ☐ Please specify: _____

7 How would you characterize YOUR OWN economic position compared to your friends in general?

Much above average	☐ 1
Somewhat above average	☐ 2
Average	☐ 3
Somewhat below average	☐ 4
Much below average	☐ 5

8 Where did you grow up?

In the USA ..... ☐ 1
In another country ☐ 2 Write where: _____
Both in the USA and
in another country ☐ 3 Write where: _____

9 Where have you spent *most* of your childhood and youth? (Check ONE box only.)

a.	City with over 1 million inhabitants	☐ 1
b.	City with 100,000 - 1 million inhabitants	☐ 2
c.	City or town with 50,000 - 100,000 inhabitants	☐ 3
d.	City or town with 10,000 - 50,000 inhabitants	☐ 4
e.	Town with 1,000 - 10,000 inhabitants	☐ 5
f.	Town or village with under 1,000 inhabitants ..	☐ 6
g.	Rural area	☐ 7
h.	Other. Please specify _____	☐ 8

10 a. How many years did your *father* attend school, including senior high?

Approx. no. of years: _____ Don't know ☐

b. What education did your *father* receive after high school?

None	☐ 1	
Theoretical/academic ...	☐ 2	Specify:
Practical/skilled trade	☐ 3	Specify:
Other	☐ 4	Specify:
Don't know	☐ 5	

c. How many years did this education (point 'b') take?

Approx. no. of years: _____ Don't know ☐

d. Write your *father's* present occupation:

_____. Don't know ☐

11 a. How many years did your *mother* attend school, including senior high?

Approx. no. of years: _____ Don't know ☐

b. What education did your *mother* receive after high school?

None	☐ 1	
Theoretical/academic ...	☐ 2	Specify:
Practical/skilled trade	☐ 3	Specify:
Other	☐ 4	Specify:
Don't know	☐ 5	

c. How many years did this education (point 'b') take?

Approx. no. of years: _____ Don't know ☐

d. Write your *mother's* present occupation:

_____. Don't know ☐

12 How would you characterize your parents' economic position compared to the national average?

Much above average	☐ 1
Somewhat above average	☐ 2
Average	☐ 3
Somewhat below average	☐ 4
Much below average	☐ 5

13 a. Are you a single child? Yes ☐ 1 MOVE ON TO QUESTION **14**
no ☐ 2 Continue this question

b. Are you:

the eldest child ...	☐ 1
the youngest child	☐ 2
in between	☐ 3

14 What is your native language?

English ☐ 1
Spanish ☐ 2
Other ☐ 3 Write which: _____

15 How would you characterize your own interest in the following things? (Answer all items)

	NONE 1	SOME 2	LARGE 3
a. handicrafts	☐	☐	☐
b. garden work, etc.	☐	☐	☐
c. practical or manual work, etc.	☐	☐	☐
d. family life	☐	☐	☐
e. spending time with good friends ...	☐	☐	☐
f. parties, get togethers, etc.	☐	☐	☐
g. politics, social concerns, etc. ...	☐	☐	☐
h. participating in sports	☐	☐	☐
i. watching sports	☐	☐	☐
j. dancing, etc.	☐	☐	☐
k. knitting, sewing, etc.	☐	☐	☐
l. nature, hiking, fishing, etc.	☐	☐	☐
m. technology, mechanics, etc.	☐	☐	☐
n. natural sciences, etc.	☐	☐	☐
o. philosophy	☐	☐	☐
p. religion	☐	☐	☐
q. playing music	☐	☐	☐
r. listening to music	☐	☐	☐
s. art, painting, etc.	☐	☐	☐
t. theater, ballet, opera, etc.	☐	☐	☐
u. literature	☐	☐	☐
v. movies	☐	☐	☐
w. travel	☐	☐	☐
	1	2	3

x. Other ☐ Please specify: 1. _____

2. _____

16 Approximately how many hours a week do you watch TV?

Approx. _____ hours

What do you like watching most on TV?

1. _____

2. _____

3. _____

17 Approximately how many hours a week do you watch video-programs?

Approx. ____ hours

What do you like watching most on video?

1. _____

2. _____

3. _____

18 How much time do you spend participating in sports each week?

Approx. ____ hours

Please write which one(s): _____

_____

19 How much time do you spend watching sports each week?

Approx. ____ hours

20 How much time do you spend reading each week (homework, assignments, as well as newspapers, magazines, books)?

Approx. ____ hours

21 What do you particularly like to read (You may check off as many boxes as necessary)

Nothing at all ☐ MOVE ON TO QUESTION **22**

a. newspapers ..... ☐
b. magazines ..... ☐
c. comic books ..... ☐
d. novels and short stories ..... ☐
e. plays ..... ☐
f. poetry ..... ☐
g. books and articles for work ..... ☐
h. other professional literature ..... ☐
i. popular science ..... ☐
j. hobby books ..... ☐
k. biographies ..... ☐
l. history ..... ☐
m. politics, social concerns, etc. ..... ☐
n. religious books ..... ☐

(cont.)

o. folk tales, fairytales, etc. ..... ☐
p. philosophy ..... ☐
q. detective stories and novels ..... ☐
r. science fiction ..... ☐
s. satire ..... ☐

t. Other ☐ Please specify: 1. _____

2. _____

22 Does your work or education (for instance school work or college) require that you read books?

No ☐ MOVE ON TO QUESTION **24**
Yes ☐ Continue with question 23

23 a. Approximately how many non-fiction books (for example professional literature, biographies, travel books, etc., including essay collections) have you read *for school or as part of your work* within the past year?

0	☐ 1
1-2	☐ 2
3-9	☐ 3
10-19	☐ 4
20-29	☐ 5
30-49	☐ 6
over 50	☐ 7

b. Approximately how many fiction books (for example novels, poetry and short story collections, detective stories, etc.) have you read *for school or as part of your work* within the past year?

0	☐ 1
1-2	☐ 2
3-9	☐ 3
10-19	☐ 4
20-29	☐ 5
30-49	☐ 6
over 50	☐ 7

24 a. Approximately how many non-fiction books (for example professional literature, biographies, travel books, etc.) have you read *in your spare time for your own enjoyment* within the past year?

0	1
1-2	2
3-9	3
10-19	4
20-29	5
30-49	6
over 50	7

b. Approximately how many fiction books (for example novels, poetry and short story collections, detective stories, etc.) have you read *in your spare time for your own enjoyment* within the past year?

0	1
1-2	2
3-9	3
10-19	4
20-29	5
30-49	6
over 50	7

ON THE NEXT PAGES ARE SOME STATEMENTS.

WE WOULD LIKE TO KNOW HOW YOU FEEL THEY APPLY TO YOU PERSONALLY

DO YOU FEEL THE FOLLOWING STATEMENTS APPLY TO YOU? Please remember to check only one box per statement

	very much	some-what	Not much	Not at all	
I'm usually in a good mood.					201
I often follow my impulses without thinking too much about it.					202
I feel that I rarely look good in photographs.					203
Many children are left on their own far too much.					204
I often have a difficult time controlling my temper.					205
I have always made sure that my homework is complete and on time.					206
I am often very shy.					207
I don't take it hard if someone yells at me.					208
I'm rarely bored.					209
I often have a difficult time starting the things I have to do.					210
You have to take chances if you want exitement.					211
I often feel that I put myself down too much.					212
I feel ice hockey is exciting.					213
I blush easily.					214
The punishment is far to lenient for many crimes.					215
I often feel that I do too much to please others.					216
I am usually quite sure of myself.					217
Many parents are too lax with their children.					218
I rarely feel ashamed about things I've done.					219
I like doing things which involve a certain risk.					220
I often feel that I am very lonely.					221
When I'm in a tight spot, I tell just so much of the truth that I don't get in trouble.					222
I generally have great respect for authority.					223
I often do something that I later end up regretting.					224
I guess I have a tendency to let things take care of themselves.					225

DO YOU FEEL THE FOLLOWING STATEMENTS APPLY TO YOU? Please remember to check only one box per statement	very much	some-what	Not much	Not at all	
I often feel inferior to others.					226
I become furious when someone cuts in line in front of me.					227
I have never done anything dangerous just for the sake of excitement.					228
I cry easily.					229
If I were invited to watch a bullfight, I would accept.					230
I have a difficult time taking criticism from others.					231
I always follow the saying: "Business before pleasure."					232
I'm hardly ever afraid of people or things.					233
I often suppress my views in a discussion.					234
Far too many children are badly brought up.					235
I generally have a tendency to be overly cautious.					236
Obedience and respect for authority is one of the most important things children can learn.					237
I often have a difficult time admitting my mistakes.					238
When I am bored, I see to it that something drastic takes place.					239
I often need the advice of others before I can make a decision.					240
Every now and then it's difficult for me to concentrate on what I'm doing.					241
I really like participating in sports competitions.					242
It doesn't pay to think back on your blunders.					243
It doesn't particularly bother me to see animals suffer.					244
Bad manners will always be punished in the end.					245
I usually try to come out on top in a discussion.					246
I often miss excitement in life.					247
I usually think things through before I go ahead with something.					248
Many adults have difficulties in understanding what children think and feel.					249
I have a short temper, but I quickly calm down again.					250

DO YOU FEEL THE FOLLOWING STATEMENTS APPLY TO YOU? Please remember to check only one box per statement

	very much	some-what	Not much	Not at all	
I am often plagued by guilt feelings or self-reproach.					251
I don't mind seing movies which have a good fight in them.					252
My mother or father has often made me obey, even when I thought it was unreasonable.					253
I become easily nervous.					254
I often wish I was somebody else.					255
I'm not one for taking chances.					256
I think I have rather definite ideas about what is right and what is wrong.					257
If someone yells at me, I almost always answer back.					258
I have teased animals on occasion.					259
I usually find it difficult to forgive others when they've done something wrong.					260
I don't lose my patience as easily as most other people.					261
There is rarely any reason for me to have a bad conscience.					262
I feel I'm a very balanced person.					263
The sight of blood makes me sick.					264

IF YOU'D LIKE TO MAKE ADDITIONAL COMMENTS ON THE STORY OR THE STUDY, YOU CAN DO IT HERE:

THANK YOU FOR YOUR CO-OPERATION.

Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen.